



HAMPDEN-
SYDNEY
COLLEGE

1987-88





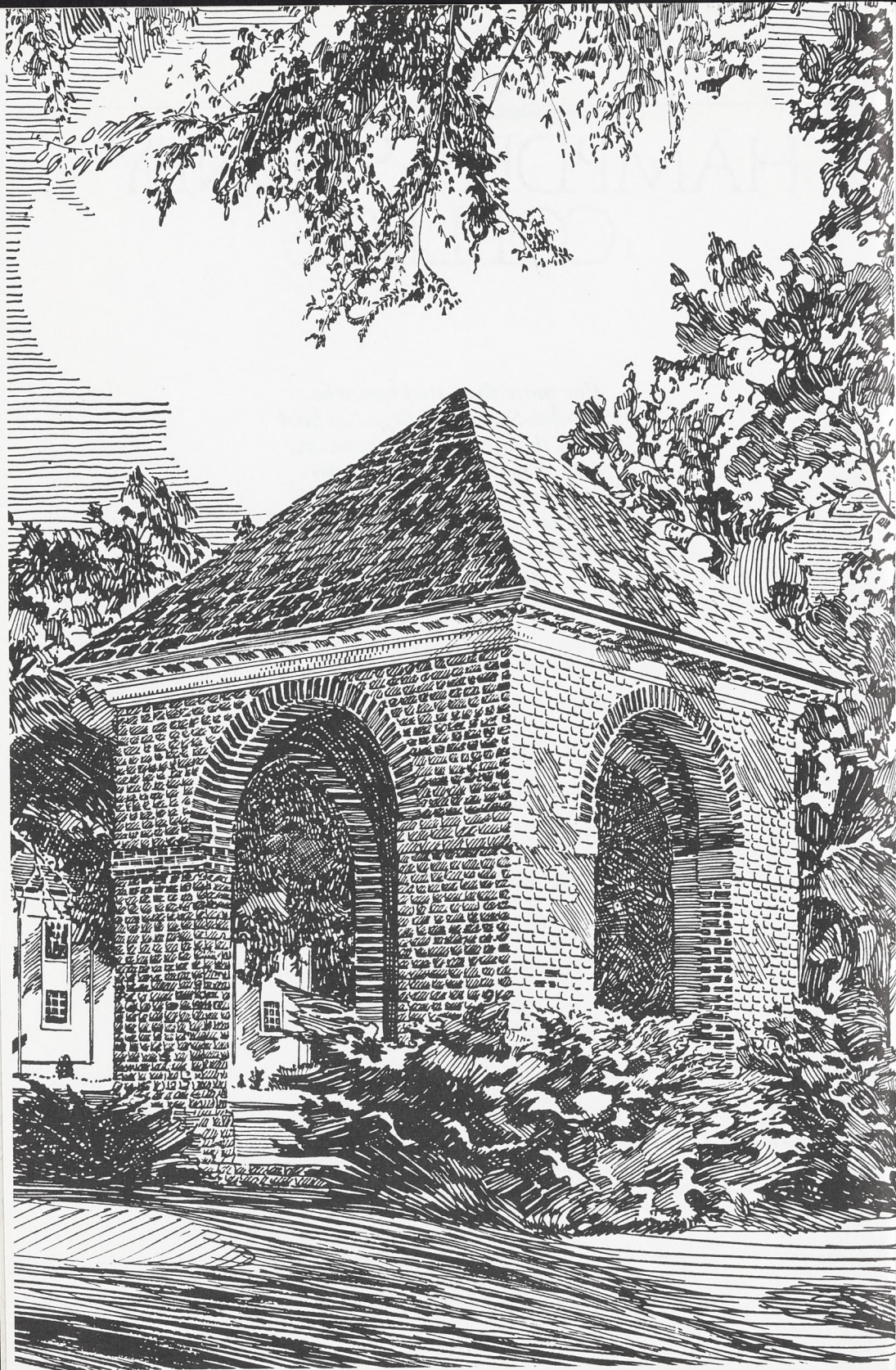
HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere of
sound learning.*

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The contents of this catalogue represent the current information available at the time of publication. However, during the time covered by this issue, it is reasonable to expect changes to be made in this information without prior notice. Records of changes are on file and available for examination at the office of the Dean of the Faculty.





HAMPDEN-SYDNEY COLLEGE

HAMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 800 students, has been in continuous operation since January 1776. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 75 members of the teaching faculty, for a student-faculty ratio of about 12:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 566-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,000, is seven miles north.

None of the eighteenth-century buildings survives, but the Federal architecture used for the Alamo's western portion, the oldest (1817) of the College's structures, has been maintained as the dominant style for the campus.

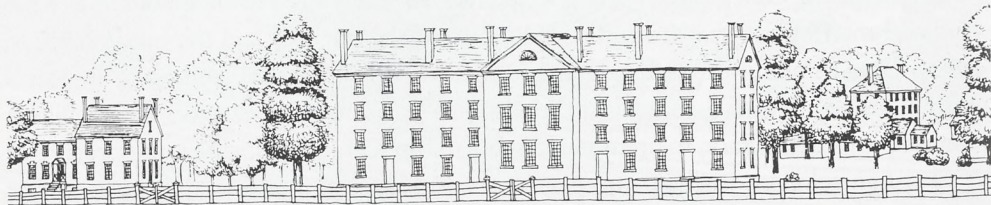
The endowment portfolio has a market value of approximately \$30 million. The operating budget for 1987-88 is \$12.3 million.

The aims of the College are to give selected men of ability a broad understanding of the world and man's place in it from the standpoint of the sciences and the humanities; to develop clear thinking through linguistic, scientific, and historical studies; to impart a comprehension of man's social institutions as a basis for the exercise of intelligent citizenship in a democracy; to unite sound scholarship with the principles and practice of the Christian religion; to equip those students with special interests and capacities for graduate study and research; and to instill in its students a commitment to excellence.

THE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known, but equally vigorous, patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers gives the College its traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Mr. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1772. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty began gathering in the fall of 1775, although the official opening of the College was delayed until January 1, 1776. The College has never suspended operations.



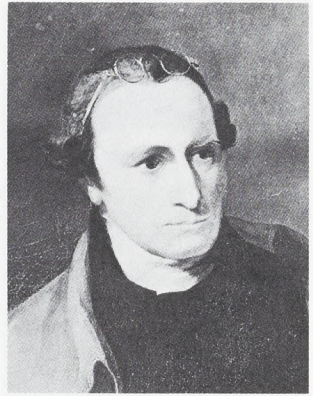
Hampden-Sydney College in 1840: from left to right, Steward's Hall, Cushing Hall, and the 18th-century buildings.



John Hampden



Algernon Sydney



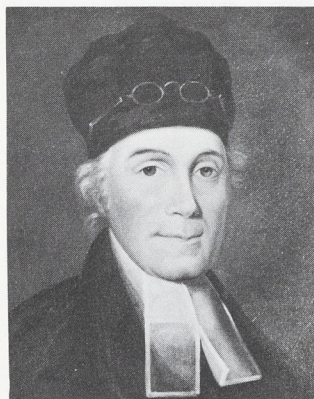
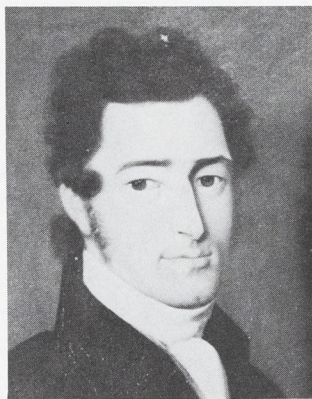
Patrick Henry

A campaign was begun in 1777 to raise money in a state-approved lottery. Through the tireless efforts of Colonel William Cabell of Nelson County, lottery manager and a founding trustee, the young College was able to enlarge its buildings and stabilize its endowment. In 1783, Hampden-Sydney's viability, severely tested by the Revolutionary War, was ensured by the grant of a charter from the General Assembly of Virginia.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790's its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), Princeton Seminary (1806), and the University of Virginia (1819). The Medical College of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through

*Samuel Stanhope Smith**Jonathan P. Cushing**Joseph DuPuy Eggleston*

Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially named the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (June 10, 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and the formalized Honor System, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal arts education which had become the hallmark of the College.

The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as "one of the finest science facilities in the small colleges of America," was built in 1922; in 1968 it was replaced by the Gilmer Science Center, which is, again, of the highest quality; Bagby Hall is also now the home of the John Brooks Fuqua Computing Center. The former Memorial Library, now Winston Hall, was replaced in 1961 after sixty-three years of service by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size, and in 1986 had its ground floor refurbished as the Fuqua International Communications Center. In the 1970's and 1980's major conversions and renovations have provided the College with the Graham Hall Student Center, Post Office, and

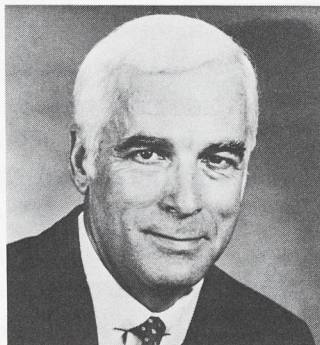
Bookstore; the Development Office, Publications Office, and Switchboard in Cabell House; the Esther Thomas Atkinson Museum in the old post office; the Business Office, in Restover; the Center for Counseling and Career Planning and the Records and Financial Aid Office in Bagby Hall; new dressing rooms in Gammon Gymnasium; the Alumni Office and guest rooms in Hampden House; the student-run FM radio station in the Seminary Carriage House; and guest-quarters for the President in Coleman Cottage. In the same period, new construction has provided the Hampden House Residence Halls; the Kirby Field House, including the Fleet Gymnasium and Leggett Swimming Pool, as well as offices, weight room, squash, handball, and racquetball courts, trainer's room, classroom, and lounges; a completely reconditioned baseball field, including the new Fulton dugouts; a new outdoor athletic facility; the Blake Village of town-house apartments; the Crawley Forum; and five new residence halls. Currently, part of Winston Hall is being converted to an infirmary to replace the Blake Infirmary, and Venable Hall, in use as a Seminary and, since 1898, as a College building, is undergoing thorough renovation. The campus itself has grown steadily, through purchase and gift, to 566 acres, much of it in woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.



Presidents, Trustees, & Staff

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, D.D.	1779-1789
DRURY LACY, D.D. (<i>Vice President and Acting President</i>)	1789-1797
ARCHIBALD ALEXANDER, D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (<i>Vice President and Acting President</i>)	1807
MOSES HOGE, D.D.	1807-1820
JONATHAN P. CUSHING, A.M. (<i>Acting President</i>)	1820-1821
(<i>President</i>)	1821-1835
GEORGE A. BAXTER, D.D. (<i>Acting President</i>)	1835
DANIEL LYNN CARROLL, D.D.	1835-1838
WILLIAM MAXWELL, LL.D.	1838-1845
PATRICK J. SPARROW, D.D.	1845-1847
S. B. WILSON, D.D. (<i>Acting President</i>)	1847
F. S. SAMPSON, D.D. (<i>Acting President</i>)	1847-1848
CHARLES MARTIN, A.B. (<i>Acting President</i>)	1848-1849 and 1856-1857
LEWIS W. GREEN, D.D.	1849-1856
REV. ALBERT L. HOLLADAY (<i>Died before taking office</i>)	1856
JOHN M. P. ATKINSON, D.D.	1857-1883
RICHARD McILWAINE, D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (<i>Acting President</i>)	1904
WILLIAM H. WHITING, JR., A.M., LL.D. (<i>Acting President</i>)	1904-1905 and 1908-1909
J.H.C. BAGBY, Ph.D. (<i>Acting President</i>)	1905
JAMES GRAY McALLISTER, D.D., LL.D., D.Litt.	1905-1908



James Leutze, President of the College

HENRY TUCKER GRAHAM, D.D., LL.D.	1909-1917
ASHTON W. McWHORTER, A.M., Ph.D. (<i>Acting President</i>)	1917-1919
JOSEPH DuPUY EGGLESTON, A.B., A.M., Ph.D., LL.D.	1919-1939
EDGAR GRAHAM GAMMON, D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY, B.A., B.D., Ph.D., LL.D., D.Litt.	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt.	1977-1987
JAMES RICHARD LEUTZE, B.A., M.A., Ph.D.	1987-

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HENRY C. SPALDING, JR. '60	Vice-Chairman
DR. JAMES R. LEUTZE	President
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JOHN A. TIMMONS, JR.	Assistant Secretary and Treasurer

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Class of 1990

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RICHARD M. VENABLE, JR. '50	Fripp Island, South Carolina
JOSEPH F. VIAR, JR. '63	Alexandria, Virginia

Class of 1991

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GENE B. DIXON, JR. '65	Dillwyn, Virginia
WILLIAM G. FERRELL '71	New York, New York
CHARLES M. GUTHRIDGE '68	Richmond, Virginia

LESLIE DAVIS PHAUP, JR.	Business Manager
VIRGINIA G. REDD	Director of Records and Research
JAMES C. SAXON, B.A., M.Ed.	Assistant Dean for Residence Education/Student Activities
TODD H. SCHILL, B.A., M.A., Ed.D.	Associate Dean of Students
KIMBERLY B. SUTTON	Bookstore Manager
JOHN H. WATERS III, B.A.	Director of Alumni Relations
SALLY WATERS, B.S.	Assistant Director of Student Aid
FLORENCE C. WATSON	Assistant Director of Records

ASSISTANTS AND SECRETARIES

ACADEMIC

MRS. ANNE S. BERRY	Secretary, Library
MRS. JANE HOLLAND	Secretary, Morton Hall
MRS. MURIEL HOLSHOE	Clerk in Acquisitions, Library
MRS. JEAN P. HUDSON	Secretary, Gilmer Hall
MRS. LINNIE N. KERNODLE	Secretary, Bagby Hall
MRS. ELNA ANN MAYO, A.B., M.A.	Cataloguing Assistant, Library
MRS. SARA PAIRET	Biology Technician
MRS. DOROTHY PORTERFIELD	Chemistry Stockroom Supervisor
MR. IRVIN M. ROBERTSON	Physics Technician
MRS. FLORENCE P. SEAMSTER	Secretary, Library

ADMINISTRATIVE

MRS. WANDA ADAMS	Secretary, Development
MRS. ELIZABETH AMOS	Textbook Clerk, Bookstore
MRS. BARBARA S. ARMENTROUT	Accounting Systems Supervisor
MRS. P. TULANE ATKINSON ..	Hostess, Parents & Friends Lounge and Curator, Museum
MRS. HAZEL BALDWIN	Cashier
MRS. ERLENE BOWMAN	Head Cashier, Bookstore
MRS. LUCY B. BRIGHTWELL	Office Manager, Admissions
MR. ROBERT BURTON, B.S.	Supervisor of Grounds
MRS. EUNICE CARWILE	Secretary to the Assistant to the President
MRS. CYNTHIA CLARK	Secretary to the Director of Student Aid and Records
MRS. LYNN CLEMENTS	Billing and Accounts Receivable Clerk
MRS. TAMMY CONANT	Clerk, Bookstore
MRS. EDNA CRAWLEY	Postal Clerk
MRS. ROBERTA CRAWLEY, R.N.	Infirmary Nurse
MRS. MAUREEN CULLEY, B.S.	Secretary to the Dean of the Faculty
MRS. ERNA W. DAYE	Purchasing Agent
MRS. VIRGINIA W. DRUEN	Executive Secretary to the President
MRS. LYNN W. ESTES, B.A.	Assistant and Secretary, Counseling and Career Planning
MRS. BARBARA C. FORE	Secretary to the Dean of Students
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MRS. PATSY HAMLET	Secretary to the Director of Annual Giving and the Director of Special Gifts
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MRS. LAURIE H. KENNON	Administrative Assistant, Development
MRS. NORMA F. LOCKE	Secretary, Athletic Department
MRS. DEBBIE W. MAXEY	Secretary, Admissions and Financial Aid
MS. DORIS McGEHEE	Secretary to the Director of Alumni Relations
MRS. JEAN Y. McKAIN	Clerk/Receptionist, Admissions
MISS SHIRLEY K. MOTTLEY	Accounting Clerk, Development
MRS. GERRY PETTUS	Receptionist and Secretary, Development
MRS. JEAN REID	Computer Records Manager, Development
MR. HARRY SIMPSON	Supervisor of Housekeeping
MR. JOHN W. SPENCER	Director of Physical Plant
MRS. QUETA S. WATSON	Secretary to the Department of Buildings and Grounds
MRS. MARIANNE F. WELLS, B.A.	Post Office Manager
MRS. GAYLE WILLIAMS	Typesetter and Secretary, Publications
MS. PAMELA WOODS	Graphics Assistant, Publications



Faculty

1987-88 (By Rank)

WALTER TAYLOR REVELEY, A.B., B.D., Ph.D., LL.D., D.Litt. (1963, 1978) *President Emeritus*

WILLIAM COLLAR HOLBROOK, A.B., B.A. (Oxon.), M.A., Ph.D. (1960, 1970) *Converse Professor Emeritus of Romance Languages*

ELMO BERNARD FIRENZE, B.A., M.A. (1946, 1974) *Professor Emeritus of German and French*

CHARLES FERGUSON McRAE, B.A., B.D., Th.M., Th.D. (1942, 1975) *Professor Emeritus of Bible*

GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D., Litt.D. (1939, 1977) *Blair Professor Emeritus of Latin*. B.A., Hampden-Sydney College, 1927; A.M., Harvard University, 1928; Ph.D., Harvard University, 1931; Litt.D., Hampden-Sydney College, 1979.

JOSEPH WILLARD WHITTED, B.S., M.A., Ph.D. (1949, 1981) *Professor Emeritus of Modern Languages*

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1977) *Professor Emeritus of Bible*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967, 1987) *Professor Emeritus of Psychology*

EDWARD ALEXANDER CRAWFORD, JR., B.S., M.A. (1963, 1987) *Professor Emeritus of Biology*

DUDLEY BYRD SELDEN, B.S., M.S. (1961, 1974) *Associate Professor Emeritus of Mathematics*

GUSTAV FRANKE, B.S., M.A.T., M.A. (1965, 1981) *Assistant Professor of Mathematics and Computer Science, retired*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963) *Professor of Physics*. B.S., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1965) *Professor of English*. B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., M.S., Ph.D. (1961, 1967) *Professor of Psychology and Sociology and College Psychologist*. B.A., Northwestern College, 1944; B.M., Illinois Wesleyan University, 1946; C.R.M., Wisconsin Lutheran Seminary, 1947; M.A., Eastern Michigan University, 1957; M.S., Virginia Commonwealth University, 1980; Ph.D., Michigan State University, 1964.

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Mathematics*. B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957; Ph.D., University of Virginia, 1960.

*On leave 1987-88; F=fall semester only, S=spring semester only.

†Exchange faculty from Randolph-Macon Woman's College

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.

sity of Virginia, 1960.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Professor of Chemistry*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology*. A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1980) *Dean of the Faculty and Professor of Religion*. A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Professor of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981)* *Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981) *Dean of Freshmen and Professor of Religion*. B.S., Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1982) *Professor of Physics*. A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Trinkle Professor of History*. B.A., Randolph-Macon College, 1962; M.A., Duke

University, 1965; Ph.D., Duke University, 1972.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D.^F (1968, 1982) *Professor of History*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1982) *Professor of Mathematics and Computer Science*. B.S., Virginia Polytechnic Institute and State University, 1964; Ph.D., Virginia Polytechnic Institute and State University, 1971.

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1982) *Professor of Modern Languages*. B.A., Instituto Santiago, Santiago de Cuba, 1949; Doctor en Derecho, Universidad de La Habana, Havana, Cuba, 1955; M.A., University of North Carolina, 1969; Ph.D., University of North Carolina, 1974.

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 1983)* *Professor of Classics*. B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1984) *Professor of Biology*. A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1984) *Professor of English*. B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

ALAN FORD FARRELL, A.B., M.A., Ph.D. (1973, 1986) *Professor of Modern Languages*. A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts University, 1972; Ph.D., Tufts University, 1972.

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D., D.M.L. (1973, 1986) *Professor of Modern Languages*. B.A., Apaczai Pedag. College, Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H., 1962; B.A.

Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971; Ph.D., University of North Carolina, 1973; M.A., Middlebury College, 1983; D.M.L., Middlebury College, 1987.

THOMAS EDWARD DEWOLFE, A.B., M.A. Ph.D. (1966, 1987) *Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1987) *Professor of Physics*. B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1987) *Professor of Fine Arts*. B.A., Amherst College, 1953; M.F.A., Yale School of Drama, 1963; D.F.A., Yale School of Drama, 1969.

SAMUEL VAUGHAN WILSON, LL.D., Hampden-Sydney College, 1979. *Adjunct Professor of Political Science*. (1984).

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970) *Associate Professor of Economics*. B.A., Yale University, 1956; Ph.D., Duke University, 1966.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967, 1974) *Associate Professor of Classical Studies and Clerk of the Faculty*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974) *Associate Professor of Philosophy*. B.A., University of Minnesota, 1959; S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1977) *Associate Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 1978) *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 1981) *Associate Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1981) *Associate Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 1981) *Associate Dean of the Faculty and Associate Professor of Mathematics and Computer Science*. B.S., Denison University, 1967; Ph.D., University of Virginia, 1975.

JAMES C. KIDD, B.A., M.Mus., Ph.D. (1981) *Associate Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

DAVID E. MARION, B.A., M.A., Ph.D. (1977, 1983) *Associate Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

JAMES ANGRESANO, B.S., M.B.A., Ph.D. (1980, 1983) *Associate Professor of Economics*. B.S., Lehigh University, 1968; M.B.A., New York University, 1971; Ph.D., University of Tennessee, 1981.

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 1984) *Associate Professor of Mathematics and Computer Science*. B.S., University of Richmond, 1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

DAVID S. PELLAND, A.B., Ph.D. (1981, 1984) *Associate Professor of Mathematics and Computer Science*. A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

DAVID WILLIAM GIBSON, B.A., M.B.A.
(1979, 1985) *Associate Professor of Economics*. B.A., University of Richmond, 1976;
M.B.A., College of William and Mary, 1978.

GERALD T. CARNEY, B.A., M.A., Ph.D.
(1982, 1985) *Associate Professor of Religion*.
B.A., Cathedral College, 1966; M.A., Fordham
University, 1973; Ph.D., Fordham University,
1979.

KENNETH NEAL TOWNSEND, B.A.,
M.S., Ph.D. (1980, 1986) *Associate Professor
of Economics*. B.A., Louisiana State Univer-
sity, 1976; M.S., Louisiana State University,
1978; Ph.D., Louisiana State University, 1983.

CARL WILLIAM ANDERSON, B.S., M.S.,
Ph.D. (1986) *Associate Professor of Chemis-
try*. B.S., University of Massachusetts, 1972;
M.S., University of Cincinnati, 1975; Ph.D.,
University of Cincinnati, 1978.

JOHN V. HARRELL, B.A., M.A., Ph.D.
(1981, 1987) *Associate Professor of Psychol-
ogy*. B.A., Southwestern at Memphis, 1968;
M.A., University of Mississippi, 1979; Ph.D.,
University of Mississippi, 1979.

ROBERT T. HERDEGEN III, B.S., M.A.,
Ph.D. (1981, 1987) *Associate Professor of
Psychology*. B.S., Rockford College, 1974;
M.A. University of Delaware, 1978; Ph.D.,
University of Delaware, 1981.

JOSEPH MICHAEL WILSON, B.A., M.A.,
Ph.D. (1981, 1987) *Associate Professor of
Modern Languages*. B.A., Amherst College,
1976; M.A., University of Massachusetts,
1979; Ph.D., University of Massachusetts,
1983.

WARD A. RILEY, JR., B.A., M.S., Ph.D.
(1987) *Associate Professor of Physics*. B.A.,
Kalamazoo College, 1964; M.S., Michigan
State University, 1966; Ph.D., Southern Illi-
nois University, 1969.

ANNE CASTEEN LUND, B.S., M.S., Ph.D.
(1974, 1984) *Adjunct Associate Professor of
Biology*. B.S., Longwood College, 1967; M.S.,
Emory University, 1968; Ph.D., Emory Uni-
versity, 1974.

ROGER M. BARRUS, B.A., M.A., Ph.D.
(1982) *Assistant Professor of Political Science*.
B.A., Michigan State University, 1973; M.A.,
Harvard University, 1979; Ph.D., Harvard
University, 1984.

PHILIP M. HOLLERAN, A.B., (1984)
Assistant Professor of Economics. A.B.,
Wabash College, 1978.

PAUL H. MUELLER, B.A., Ph.D. (1985)
Assistant Professor of Chemistry. B.A., St.
Olaf College, 1975; Ph.D., Northwestern Uni-
versity, 1980.

MARK T. NELSON, B.A., M.A., Ph.D.
(1985) *Assistant Professor of Philosophy*.
B.A., Wheaton College, 1979; M.A., Univer-
sity of Notre Dame, 1982; Ph.D., University
of Notre Dame, 1985.

JAMES MARC SCHIFFER, B.A., M.A., Ph.D.
(1985) *Assistant Professor of English*. B.A.,
University of Pennsylvania, 1973; M.A., Uni-
versity of Chicago, 1974; Ph.D., University of
Chicago, 1980.

PAULE GOUNELLE KLINE, Ph.D. (1983)
Assistant Professor of Modern Languages.
Ph.D., University of North Carolina, 1982.

KEVIN MICHAEL DUNN, B.S., Ph.D.
(1986) *Assistant Professor of Chemistry*. B.S.,
University of Chicago, 1981; Ph.D., University
of Texas, 1986.

JOSEPH MICHAEL BERMAN, B.S., Sc.M.,
Ph.D. (1987) *Assistant Professor of Mathe-
matics*. B.S., University of Florida, 1961; Sc.M.,
Brown University, 1970; Ph.D., University of
Rhode Island, 1980.

DAVID DODGE LEWIS, B.S., M.A., M.F.A.
(1987) *Assistant Professor of Fine Arts*. B.S.,
University of Southern Maine, 1974; M.A.,
East Carolina University, 1981; M.F.A., East
Carolina University, 1987.

JAMES F. PONTUSO, B.A., M.A., Ph.D.
(1987) *Assistant Professor of Political Science*.
B.A., University of Massachusetts, 1970; M.A.,
University of Virginia, 1977; Ph.D., Univer-
sity of Virginia, 1983.

ROXANN PRAZNIAK, B.A., M.A., Ph.D. (1987) *Assistant Professor of History*. B.A., University of California, 1970; M.A., San Francisco State University, 1973; Ph.D., University of California, 1981.

ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983) *Visiting Assistant Professor of Rhetoric and Co-director of Rhetoric Program*. B.A., College of William and Mary, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1985.

LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983) *Visiting Assistant Professor of Rhetoric and Co-director of Rhetoric Program*. B.A., St. John's University, 1975; M.A., Duke University, 1976; Ph.D., Duke University, 1984.

ROBERT G. HALL, B.A., M.Div., Ph.D. (1985) *Visiting Assistant Professor of Religion*. B.A., Davidson College, 1975; M.Div., Gordon-Conwell Theological Seminary, 1978; Ph.D., Duke University, 1987.

CHARLES KIRK PILKINGTON, B.A., M.A. (1985) *Visiting Assistant Professor of History*. B.A., University of Mississippi, 1976; M.A., University of Virginia, 1979.

KHIN M. AUNG, B.S., M.A., (1986) *Visiting Assistant Professor of Physics*. B.S., Rangoon Arts & Sciences University (Burma), 1974; Diploma in Applied Physics, Rangoon Arts & Sciences University (Burma), 1978; M.A., Kent State University, 1982.

VALORIE D. HALL, B.A., M.S., Ph.D. (1987) *Visiting Assistant Professor of Biology*. B.A., Rhode Island College, 1976; M.S., University of Connecticut, 1979; Ph.D., University of Connecticut, 1981.

DUANE R. SMITH, B.A., M.A. (1987) *Visiting Assistant Professor of Classics*. B.A., St. John's University, 1975; M.A., University of Minnesota, 1981.

DAVID J. NORDEN, A.B., M.S. (1985) *Director, Eggleston Library*. Dartmouth College, 1969; M.S., Long Island University, 1974.

CATHERINE B. POLLARI, B.S., M.Ed., M.L.S. (1985) *Reference Librarian*. B.S., Virginia Polytechnic Institute, 1961; M.Ed., University of Virginia, 1965; M.L.S., University of Maryland, 1976.

THOMAS J. O'GRADY, B.A., M.A. (1974) *Poet-in-Residence and Lecturer in English*. B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.

CARL STERN, A.B., M.B.A., Ph.D.† (1971) *Lecturer in Economics*. A.B., Colby College, 1943; M.B.A., University of Pennsylvania, 1947; Ph.D., University of Pennsylvania, 1954.

VICTOR N. CABAS, JR., B.A., Ph.D. (1982) *Lecturer in Rhetoric*. B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.

DIANA AKERS RHOADS, A.B., A.M., Ph.D. (1985) *Lecturer in Rhetoric and English*. A.B., Smith College, 1966; A.M., Boston University, 1969; Ph.D., University of Virginia, 1979.

SUSAN SOWERS, A.B., M.Ed. (1984) *Lecturer in Rhetoric*. A.B., College of William and Mary, 1979; M.Ed., University of New Hampshire, 1978.

ROSALIND HINGELEY, B.A., M.A. (1985) *Lecturer in Rhetoric*. B.A., Randolph-Macon Woman's College, 1967; M.A., Boston College, 1972.

SONIA WILSON, B.A. (1985) *Lecturer in Modern Languages*. B.A., Mt. Holyoke College, 1978.

LEON McCLAIN COHEN, B.S., M.S. (1986) *Lecturer in Mathematics*. B.S., Emory University, 1983; M.S., University of Virginia, 1986.

LINDA McCLAIN, B.A., M.A., Ph.D. (1987) *Lecturer in Political Science*. B.A., Kent State University, 1968; M.A., University of Virginia, 1970; Ph.D., University of Virginia, 1984.

LIBRARY

DAVID J. NORDEN, A.B., M.S.

Director, Eggleston Library

SANDRA W. HEINEMANN, B.A., M.A.L.S.

Catalogue Librarian

JANE B. MORRISON, B.S., Ed., M.L.S.

Assistant Catalogue Librarian

CATHERINE B. POLLARI, B.S., M.Ed.,

M.L.S. Reference Librarian

ATHLETICS

LOUIS F. MILLER, B.S.

Director of Athletics and Head Baseball Coach

JOSEPH E. BUSH, B.S.

Head Football Coach and Assistant Director
of Athletics

TONY L. SHAVER, B.A., M.A.T.

Head Basketball Coach and Director of
Intramurals

RAY ROSTAN, B.S., M.S.

Head Lacrosse Coach and Assistant Soccer
Coach

FRANK H. FULTON, JR., B.A.

Assistant Football and Baseball Coach

DAVID PAWLOWSKI, B.A., M.Ed.

Head Athletic Trainer

STEVEN L. ALLEN, B.S.

Sports Information Director

PHILIP D. CULICERTO, B.A.

Assistant Football Coach and Head Tennis
Coach

WILLIAM S. TORNABENE, B.A.

Assistant Football Coach and Head Golf
Coach

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number of parentheses indicates the last year in office) of their members.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the Faculty. Also serves as the Executive Committee of the Faculty between Faculty meetings. May establish sub-committees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Farrell (88), Beard (89), Gibson (90)

1 faculty member elected at large annually: Barrus

1 faculty member appointed by the President annually after the election of the above: TBA

1 student elected annually in the Spring by faculty

members of the Committee (save for Executive Committee business): S. Matthews

Dean of the Faculty, *ex officio*: Norment

Chairman, elected from within the Committee: TBA

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Merit Scholarship program.

Membership:

3 faculty members appointed by the Dean for 3-year staggered terms: Laine (88), Rogers (89), TBA (90)

Dean of the Faculty, *ex officio*: Norment

Chairman, appointed by the Dean: Pelland

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the Faculty.

Membership:

Dean of Admissions (Chairman *ex officio*): Jones

Dean of Students: Drew

3 faculty members elected one each year, for 3-year staggered terms, by the Faculty: Iverson (88), Fitch (89), Pontuso (90)

1 faculty member appointed annually by the President,

after the above election: TBA

(The Chairman shall invite such other members of the Administration as shall be appropriate to sit in on meetings when needed.)

Premedical-Predental Advisory Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

3 faculty members, two of whom should represent the natural sciences, appointed by the President for 3-year staggered terms: Joyner (88), Heinemann (89), TBA (90)

Foreign Study Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

4 faculty members appointed for 4-year staggered terms, one appointed each year by the President: Porterfield (88), Kidd (89), M. Wilson (90)

Chairman: TBA

FACULTY AFFAIRS COMMITTEE

Responsible for advice on faculty hiring, promotion, and tenure, and for development and implementation of procedures for faculty evaluation.

Membership:

3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Porterfield (88), Heinemann (89), TBA (90)

3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Ortnier (88), Carney (89), Gemborys (90)

Dean of the Faculty, *without vote*: Norment

Chairman, elected from within the Committee: TBA

COMMITTEE ON PROFESSIONAL DEVELOPMENT

A subcommittee of the Faculty Affairs Committee, responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs.

Membership:

3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Laine (88), Koether (89), Saunders (90)

1 faculty member elected at large annually: Nelson

Dean of the Faculty, *ex officio*: Norment

Chairman, elected from within the Committee: Laine

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic,

and other non-academic aspects of campus life.

Membership:

3 faculty members, one elected at large each year for a 3-year term: Lund (88), Holleran (89), Anderson (90)

President of the Student Government: H. Rodriguez

2 students appointed by the President of the College annually in the spring: D. Brown, H. Pollard

Dean of Students *ex officio*: Drew

Chairman, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms—1 appointed by the President, 2 elected by the Faculty: Iverson (87), Coy (88), TBA (89)

4 students chosen annually in the Spring by the President of Student Government: M. Barke, M. Citrone, R. Wilson, R. Wilt.

Dean of Students, *ex officio*: Drew

Chairman, appointed by the President: S. Hall

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the Faculty, oversight and review of varsity and intramural athletic programs; liaison between the Athletic Director and the Faculty.

Membership:

Athletic Director *ex officio*: Miller

Dean of Students *ex officio*: Drew

4 faculty members, one elected at large each year for a 4-year term: Heinemann (88), Bagby (89), Schiffer (90), Herdegen (91)

1 student elected annually in the Spring by Faculty members of the Committee: C. Hughes

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the Faculty, students, and trustees.

Membership:

4 faculty members, serving 4-year staggered terms, one from each division: Joyner (88), Herdegen (89); and one from the faculty at large: Gaskins (91)

Chairman, elected from within the Committee: TBA

GRIEVANCE COMMITTEE

Responsible for hearing grievances including appeals of tenure, promotion and hiring decisions.

Membership (elected from tenured faculty):

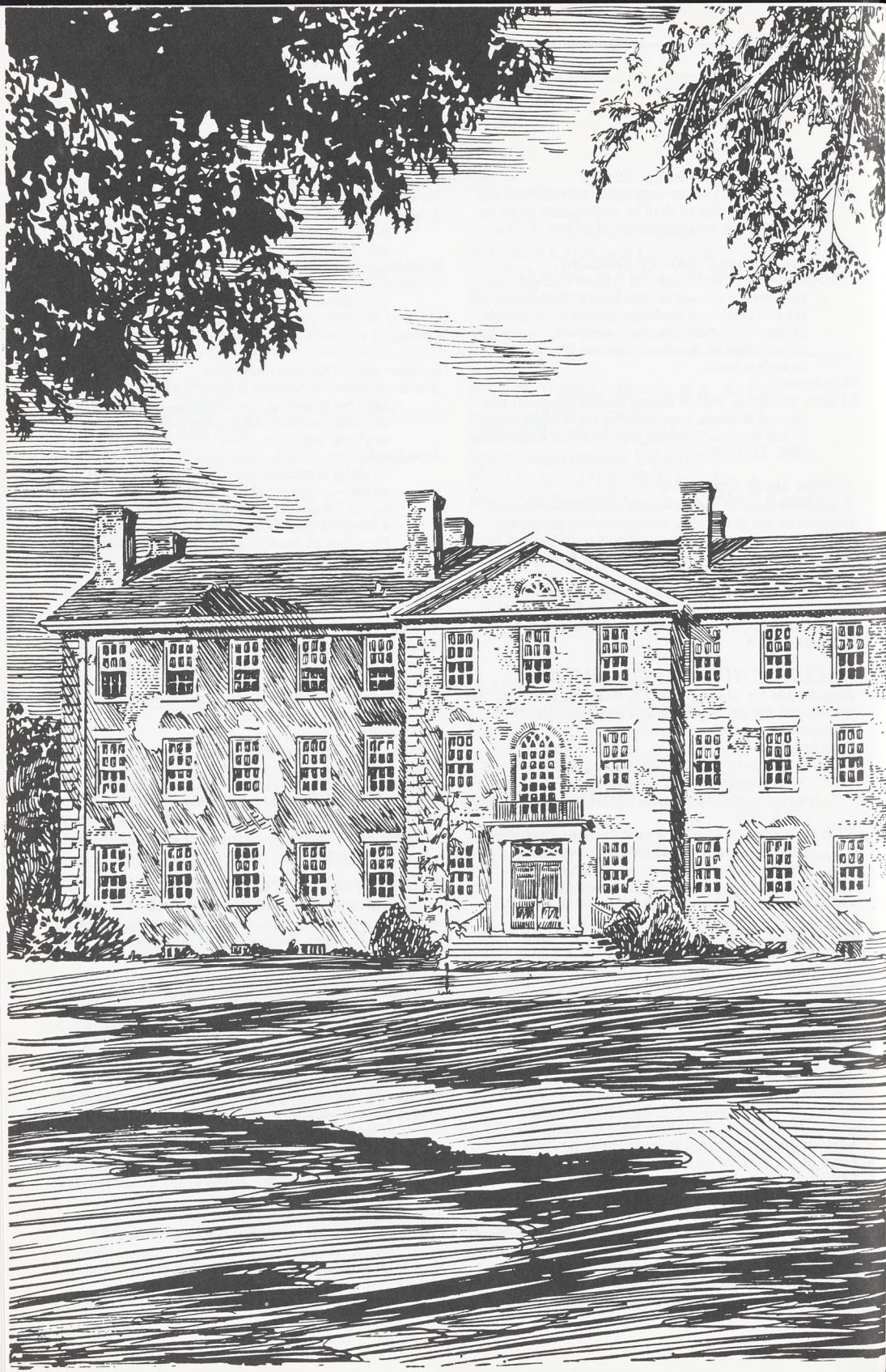
5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. Simpson (88), Rogers (89), Hendley (89), Carney (90), Townsend (90)

2 alternates: Iverson (88), Marion (88)

Chairman, elected from within the committee: TBA

Faculty Representative to the Board of Trustees:

Marion





Academic Program

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. In order to gain admission to graduate school, an applicant is expected to have done undergraduate work of a high caliber. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS AND GOVERNMENT

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business or governmental administration. Hampden-Sydney graduates have entered these fields from every major program of the College. Whatever a student's major may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Many Hampden-Sydney students prepare for business careers by electing a major in economics, especially in the managerial economics program. Many others enter business from majors other than economics. Some, from economics and other disciplines, con-

tinue their education in Master of Business Administration (M.B.A.) graduate programs. A student planning to enter business or government, or to attend graduate school in business administration, is urged to take advantage of the variety of liberal arts courses here, all of which contribute to a balanced view of his society, economy, and culture.

THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate the Christian ministry to take a broadly-based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of these languages. Hampden-Sydney provides an excellent education to those who wish to become Christian ministers.

ENGINEERING

Hampden-Sydney's program in the natural sciences, mathematics, and computer science provides excellent preparation for careers in engineering. The College has fostered successful dual degree programs with both the Virginia Polytechnic Institute and State University and the Georgia Institute of Technology. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes, and her opportunities for close student-faculty contact, strengthen that foundation.

Students interested in pursuing a career in engineering should see Dr. Beard or Dr. Porterfield early in their freshman year.

LAW

Students planning a career in law need not follow a prescribed undergraduate program or take a specific major in preparation for law school or professional practice. Students are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education."

A program of study in which students develop the habits of thoroughness, intellec-

tual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. These skills are employed throughout the liberal arts curriculum in the study of ethics, history, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session.

MEDICINE AND DENTISTRY

According to recent editions of *Medical School Admissions Requirements* (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities." In effect, they strongly support a liberal-arts education.

Although a majority of medical and dental applicants major in science, the premedical or predental student should clearly understand that choice of major *of itself* has no influence on chances for acceptance. "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." (MSAR) Students with strong interests in two fields sometimes elect a double major.

Virtually all U.S. medical and dental schools require the completion of two semesters of each of the following basic science courses (with laboratory): general biology, general chemistry, organic chemistry, and general physics. A candidate's performance in these courses generally carries more weight in the admissions process than other courses, particularly for the nonscience major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and Rhetoric/English. No later than his junior year, each student

should consult MSAR for the particular requirements of each institution to which he may apply.

Whatever his major and choice of electives, it is important that the student choose a challenging curriculum each semester that assists in his rapid development and builds a strong record for admission.

As an important element in admissions, every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT) and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

A faculty committee advises students concerning preparation for medical and dental school and assists them in the application process. On request, it prepares committee recommendations for transmittal to all institutions to which the student has applied. Students planning a career in medicine or dentistry should contact the chairman of the faculty committee about their plans no later than the spring semester of their freshman year.

SECONDARY SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

Courses needed to satisfy the certification requirements of the State may be taken at Hampden-Sydney, at Longwood College (through the cooperative program), or at an EXCHANGE institution. Students who think they may want to earn full certification should consult with the Director of Records before the beginning of their junior year.

HAMPDEN-SYDNEY TEACHING FELLOWSHIPS

Rising juniors and seniors interested in secondary school teaching may apply for a Hampden-Sydney Teaching Fellowship. These Fellowships have been made possible by a generous gift from the Brown Foundation of Houston, Texas. They provide finan-

cial assistance to qualified applicants. Students interested in applying should see the Associate Dean of the Faculty.

EDUCATIONAL FACILITIES

COMPUTING FACILITIES

The John Brooks Fuqua Computing Center at Hampden-Sydney College houses one of the finest academic computing systems that an undergraduate is likely to find anywhere. Located on the first floor of Bagby Hall, the recently renovated facility is built around a Concurrent 3242 CPU with 5 million bytes of main memory and a secondary on-line memory capacity in excess of a gigabyte (one billion characters). True 32-bit architecture, an 8 KB cache memory, double precision floating-point hardware, and microprogrammable firmware are some of the many advanced features of the 3242.

There are 36 terminals and 8 printers directly attached to the computer. Sixteen terminals and 4 printers are located in the Computing Center Lab where they are available to both individual students and entire classes. Utilizing a network consisting of more than 6 miles of underground cable, another 20 terminals and 4 printers are distributed campus-wide, connecting every academic and administrative building to the computer. From any of these 36 terminals students can run programs in FORTRAN, C, BASIC, PASCAL, COBOL, SNOBOL, and Assembler and can access an extensive library of special programs such as MINITAB (statistics), TEXT (word-processing), SPSS, and IMSL (International Mathematics and Statistics Library). In addition, four 1200 BPS dial-up lines make it possible for users to access the computer from any location where there is a telephone. Thus, using a microcomputer and modem, it is possible for a student to access the College computer from the privacy of his dorm room.

The OS/32 operating system on the 3242 is a multi-tasking, multiprogramming operating system which supports a simultaneous mix of interactive and batch jobs. This means that a student can submit one or more long jobs to run in batch mode and, while those jobs are running, he can be editing a program in interactive mode in preparation for still

another run. And with OS/32 the only limitation on the size of a program is the amount of main memory available. At Hampden-Sydney this is a full five million bytes.

Because of the ease of access, computer usage at the College has grown at the rate of 15% per year since the Concurrent 3242 was installed. In order to guarantee ease of access for the rest of this decade, the College has purchased a large number of Apple Macintosh microcomputers. In addition to 17 Macintoshes in a microcomputer lab which doubles as a classroom, there are 12 Macintoshes in the Library, 6 in the Computing Center, 3 in the Writing Lab and 6 in the dorms. Over half of the members of the faculty own Macintoshes, which they use in teaching and research. A Macintosh software library of several hundred programs is maintained by the College and 2 laser printers are available for both student and faculty use.

The College also has equipped its scientific and experimental labs with computers. These mini/micro computers are used by students for a wide variety of purposes, including monitoring laboratory experiments, data collection and plotting, and interactive graphics.

LANGUAGE LABORATORY

A foreign language laboratory is located in Eggleston Library, for the instruction of students in audio-lingual skills. Regular work in the development of these skills is required of all first- and second-year students in modern languages.

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

The Eggleston Library serves as one of the most valuable academic resources at the College. The Library's collection has been specially selected to support Hampden-Sydney's liberal arts curriculum. It contains over 155,000 volumes, 890 periodical titles, microfilm and government documents arranged in open stack for ease of use. The collection has been dramatically enhanced by a \$1.6 million challenge grant from the National Endowment for the Humanities.

Open 100 hours per week, the Library provides a congenial environment for study with seating for over half of the student body. Ref-

erence staff provide assistance on a variety of subjects weekdays and most evenings, and they conduct classes on library research methods. The Library provides interlibrary loan service through the nation-wide OCLC bibliographic database and offers searching of other on-line information sources to students and faculty.

Also located in the Eggleston Library is the Fuqua International Communications Center. A state-of-the-art facility completed during the summer of 1986, the Center houses the newest electronic media to support learning. It maintains a collection of over 3,500 video-discs, videotapes, compact discs, sound recordings, and computer software programs. Sixteen carrels and six viewing and listening rooms hold a variety of hardware for individual and group use. Two antennas for reception of satellite television broadcasts from around the western hemisphere add an international dimension to the Center.

GILMER SCIENCE CENTER

Gilmer Science Center, completed in 1968, has 62,500 square feet of teaching space, including a separate greenhouse. It is unusually well equipped for undergraduate training in biology, chemistry, and physics. Special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.

SPECIAL PROGRAMS

SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. In addition, certain courses offered during the regular semesters are also offered during the Short Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the Short Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the Short Term in no way implies assured admission toward a degree at Hampden-Sydney College.

Credits earned during the Short Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of Short Term credits by other institutions depends on the consent of those institutions.

The maximum course load that a student may carry during the Short Term is six semester hours. Fees are charged by the course-hour. The application deadline is usually May 1.

Students may live in Hampden-Sydney dormitories, and all college facilities are available for their use.

WASHINGTON SEMESTER PROGRAM

Hampden-Sydney College is one of approximately 100 colleges and universities in the Washington Semester Program of the American University in Washington, D.C. The Program is designed to afford well-qualified students an opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar, which brings students into direct discussion with major public officials, political figures,

lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with the American University includes the Washington Urban Semester, The Foreign Policy Semester, the Justice Semester, the Economic Policy Semester, the American Studies Semester, and the Washington Science and Technology Semester. The Seminar of the Foreign Policy Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester includes work with justice officials on all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Economic Policy Semester is an intensive examination of the policy-making process in Washington, particularly as it relates to economic policy. The Washington Science and Technology Semester includes seminars, field study, and research to give insight into the present state of science and technology in specific national problem areas, such as the energy crisis. The Washington Journalism Semester provides intensive scrutiny of the gathering and presentation of the news.

The Program enables a student to earn sixteen semester hours of credit. This credit is earned through participation in three facets of the Program.

The Seminar (8 credit hours) consists of a program of reading and dialogue between the students and faculty and those in the Washington community who participate. Seminar sessions are held every week at either American University or the offices and committee rooms of the invited participants.

The Internship (4 credit hours) provides each student with an opportunity to gain firsthand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

The Research Project (4 credit hours) gives students latitude in investigating subjects and issues within their area. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4 point scale) to be considered for admission.* Nominations are made in early October and April for succeeding semesters. Applicants need not be majoring in political science but must have had the equivalent of American Government or a beginning course in political science. Application instructions are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be constructively registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Although the fees are paid to Hampden-Sydney, the costs are those charged by American University. An estimated breakdown of costs for the Washington Semester is listed below (1987-88 estimate):

1. Tuition	\$4,100.00
2. Room Rental Fee (per student)	
Double Room	1,200.00
Triple Room	920.00
3. Student Activity Fee	35.00
4. Residence Hall Association Fee	5.00
5. Parking Permit Fee	115.00

A ten-meal plan allows a student to choose any ten meals offered from Monday through Friday of each week. The cost for this option is approximately \$600.00 for the semester. It is also possible for students to purchase individual meals *à la carte* at a reasonable rate.

Other expenses to be considered are:

- transportation to and from Washington;
- transportation (bus and the Metro Subway to seminars and internships) \$6.00 - \$8.00 per week;
- transportation for trips during vacation periods;
- books (between \$55.00 and \$80.00); and
- social and cultural activities.

APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from higher educational institutions throughout the United States devote their full time to studying the Appalachian region—its strengths, problems and challenges. The program includes nine hours of credit for upper-level courses and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to Dr. Ortner.

DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Hampden-Sydney College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Economic Systems
- Bachelor of Engineering Science

Bachelor of Industrial Engineering
 Bachelor of Mechanical Engineering
 Bachelor of Nuclear Engineering

Interested students should consult the Hampden-Sydney Dual Degree program director, Dr. Beard, for information concerning specific course requirements.

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI & SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI & SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engineering program should contact the program advisor, Dr. Porterfield.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Director of Records.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a

cooperative arrangement with Longwood College under which full-time students at either institution may enroll in certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Director of Records. Application for a Longwood course is made through the Director of Records at Hampden-Sydney, preferably at the time of pre-registration. Students are registered on a space-available basis.

ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood College as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Director of Records at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are they computed in the student's grade point average.*

Application for acceptance in the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

FOREIGN STUDY

Although Hampden-Sydney does not conduct its own study-abroad program, Hampden-Sydney students are eligible to participate and earn academic credits in foreign study programs sponsored by other colleges or educational organizations.

Currently, Hampden-Sydney College approves five specific foreign study programs: The Institute of European Studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with programs in London, Madrid, Heidelberg, and Paris; The Franco-American Study Center, in Normandy; the FORSPRO summer program in Madrid; and the summer Virginia Colleges Program at Oxford. Hampden-Sydney students participating in these programs earn grades, credit hours, and quality units.

In addition, the Foreign Study Committee can recommend to the Director of Records that credit be given for satisfactory completion

of any of a number of other programs of academic work abroad. For these programs, the student earns transfer credits but not Hampden-Sydney quality units.

The programs approved usually require the student's participation in a group sponsored and supervised by an accredited American institution or a recognized administrative agency. The program must clearly form a legitimate part of the student's curriculum. Ordinarily, students must have earned at least 45 and not more than 90 semester hours at Hampden-Sydney to be eligible for foreign study credit.

Recommendation for credit must be obtained in advance of the work abroad. A student must:

1. Inform the chairman of the faculty Foreign Study Committee and receive approval of his plan of study.
2. Obtain a Foreign Study Permission form from the chairman of the Committee.
3. Obtain signatures on the Permission form from the following:
 - a. The chairmen of the equivalent Hampden-Sydney academic departments for each proposed course.
 - b. The student's Faculty Advisor.
 - c. The chairman of the student's major department.
4. Present the completed form to the Director of Student Aid and Records by November 1st/April 15th of the semester preceding his departure.

The Director of Student Aid and Records shall forward a copy of the completed permission form to the student's advisor and provide information to the assistant directors of aid and records and the Business Office.

Hampden-Sydney students who are eligible for financial aid will be eligible to receive an equivalent amount for study abroad. Specific information is available in the Office of Student Aid and Records.

Any student who studies abroad is responsible for providing to the Director of Records of Hampden-Sydney College transcripts of his work promptly on completion of his foreign study. All grades earned abroad in programs already sanctioned by Hampden-Sydney will be counted; grades earned in other programs will be accepted provided that they meet the transfer-credit standard of at least C in

approved courses.

Further information about foreign study opportunities and the regulation for specific programs can be obtained from the faculty Foreign Study Committee and the Counseling Center.

THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and challenges the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and classmates, rather than just listening to lectures. The size of Hampden-Sydney, and her excellent faculty, make her uniquely suited to provide a learning environment for this type of motivated student.

The program provides the following components (each an independent entity that can be elected by the students): (1) *Introductory Honors* for freshmen, consisting of one course per semester for two semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Honors Independent Study* for juniors and seniors, comprising a series of courses, independent studies, or tutorials organized around a specific theme (generally crossdisciplinary) and culminating in an independent project. (3) *Honors Majors* are available in all departments for upperclassmen. These consist of special courses and appropriate directed reading or independent study. Each student participating is designated a Fellow of the College, sharing fully in the ongoing creativity of the Faculty and his fellow Honors students. Ordinarily, to be eligible for participation, a student must present an overall academic average of at least 3.0 with a 3.3 average in his departmental major courses. Students interested in applying should consult their department chairman.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty and administrative officers of the College. Participation in Honors work is limited to

demonstrably superior students who either apply for membership in the program or are nominated by guidance counselors or professors. Interested students should consult the Director of the Honors Council, Dr. Pelland. Entrance into any phase of the program is subject to the approval of the Honors Council.

SENIOR FELLOWSHIPS

In the spring of their junior year a group of men are selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal project. That normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application, or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Council during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes. Senior Fellows pay full tuition.

THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1977-1978. The purpose of the program is to assure that all graduates of the College are able to write clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement. For students who need intensive training in basic writing and reading skills, the program is divided into a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102.

Rhetoric 100 emphasizes basic sentence grammar, the elements of composition, and vocabulary and reading skills. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the directors of the Program.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students who write particularly well may be exempted from Rhetoric 101.

Only students who have scored four or five on the advanced placement examination of the College Board (see p. 43) or transfer students who have earned six hours of credit in writing courses in another college and who pass the rhetoric proficiency examination upon entering Hampden-Sydney College will be exempted from Rhetoric 102. All other students must take Rhetoric 102.

Rhetoric 102 focuses on the study and composition of the essay, with special attention to stylistic clarity, vocabulary building, and research techniques.

Each student must write the proficiency examination in rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large.

If a student proves unable to pass the timed essay examination after three attempts, or if he earns his 89th hour before passing the essay examination, he will be enrolled his next semester in a three-hour, non-credit course, Rhetoric 200: Proficiency Tutorial. In Rhetoric 200 a student will write three essays (8-10 pages each) under the tutelage of an

instructor in the Rhetoric Program. A panel of readers drawn from the faculty at large will evaluate the finished essays. If the essays are judged proficient, the student will have satisfied the College's requirement of proficiency in writing. If the essays are judged inadequate, the student must enroll in the course again.

Any student unable to demonstrate proficiency in writing either by passing the timed essay examination or by successfully completing the requirements of Rhetoric 200 may not be graduated from the College.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate to make sure he meets all of the stated requirements for his degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts, or for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

PROFICIENCY REQUIREMENTS

Required for graduation is proficiency in Rhetoric and in a foreign language at the 200 level: (*i.e.*, passing Rhetoric 101 and 102, unless exempted; passing the Rhetoric proficiency examination; and passing two semester courses in a foreign language at the 200 level, or one 3-hour course at the 300 level).

DISTRIBUTION REQUIREMENTS

Distribution credits can satisfy requirements of a departmental major, and requirements for a major can satisfy distribution requirements. Foreign language literature courses can satisfy the Humanities distribution requirement in literature as well as the language requirement. Otherwise, courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements. A list of the distribution requirements follows.

A. Natural Sciences and Mathematics (Four Courses)

1. Natural Sciences: two courses, chosen from two departments, including at least one (with co-requisite laboratory) from among Biology 101, Chemistry 101, Physics 111, Physics 105, Physics 106.
2. Mathematics: one course from among Mathematics 101, 102, 103, 104, 201, 202, 203, 207.
3. One additional course outside the department of the major.

B. Social Sciences (Three Courses)

1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 200.
(If used to satisfy the History and Culture requirement, History 101 or 102 may not be used to satisfy the Social

Sciences requirement.)

2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 201, Sociology 201.
3. One additional course outside the department of the major.

C. Humanities (Seven Courses)

1. History and Culture: Western Man 101-102 or History 101-102 (two course sequence required).
(History 101 or 102 may not be used to satisfy the History and Culture requirement if one of them is used to satisfy the Social Sciences requirement.)
2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 201, 202, 205.
3. Literature: one course from among Classical Studies 203, 204; English literature courses; Classical and Modern Language literature courses at the 300 level and above.
4. Fine Arts: one course from among Fine Arts 103, 201, 202, 207, 302.
5. Two additional courses outside the department of the major.

CREDIT HOURS REQUIREMENT

Required for graduation is the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for the laboratory which meets two and one-half hours per week for the semester.

MAJOR REQUIREMENT

Required for graduation is the successful completion of a major in one of Hampden-Sydney's academic departments. Requirements for completion of a major are listed in this catalogue above each department's course descriptions.

The purpose of the major is to afford students the opportunity to study a particular subject in depth. This concentration is intended to complement the broad education provided by proficiency courses, distribution requirements, and electives.

Students must ordinarily notify the Director of Records of their choice of major

ment before the end of their fourth semester.

If a student's interests change, it is possible to change his major while he is an upper-classman.

MAJORS

A student may elect to major in any one of the following disciplines or groups of disciplines:

Biochemistry	Latin
Biology	Management Economics
Biophysics	Mathematics
Chemistry	Mathematics and Computer Science
Chemical Physics	Mathematics and Natural Science
Classical Studies	Philosophy
Economics	Physics
Economics with Mathematics	Political Science
English	Psychology
French	Religion
German	Religion and Philosophy
Greek	Spanish
Greek and Latin	
History	
Humanities	

The requirements for each of these majors may be found in the section on Course Offerings.

RESIDENCE REQUIREMENT

Required for graduation is a minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

Required for graduation is a grade point average of 2.0 or better, on work taken at Hampden-Sydney or in cooperative programs. The grade point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See page 35 for an explanation of quality points.)

FRESHMAN AND TRANSFER SEMINAR
Successful completion of the advising seminar is a requirement for graduation. Students satisfy this requirement by preparing for and participating in the seminar.

PART-TIME ENROLLMENT

With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than twelve hours of academic credit in a semester. Part-time students are not normally permitted to live in dormitories. A student who begins a semester as a full-time degree candidate enrolled in twelve or more hours of classes and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to part-time status or fees, or to special-student status or fees.

Further information about part-time status, including fees, may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than seven hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admission procedure.

Further information about special student status may be obtained from the Office of the Dean of the Faculty.

FEES (1987-88)

Fees are \$165 per credit hour for the first seven hours, and increase substantially on a per-credit-hour basis for hours eight through eleven.

Fees (calculated at \$165/credit up to 7 hours, then in increments up to full 12-hour tuition):

Hours	Fee	Hours	Fee
1	\$165	7	\$1,155
2	\$330	8	\$1,775
3	\$495	9	\$2,425
4	\$660	10	\$3,090
5	\$825	11	\$3,755
6	\$990	12	\$4,420*

* (= 1/2 annual tuition)

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or elsewhere may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chairman of the major department.

THE ADVISING SYSTEM

When a student enters Hampden-Sydney, he is assigned to an advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are paired with incoming freshmen several months before their arrival at college. New students thus have available to them the advisor's assistance in matters such as electing freshman courses.

The advisor supervises the student's fulfillment of core and proficiency requirements, provides help in understanding academic policies and grades, recommends and approves course selections appropriate to the student's background and educational interests, and, in general, oversees his academic program.

All entering students are required to take an advising seminar run by their advisors. The purpose of the seminar is to introduce the student to life at a liberal arts college, and to ideas freely discussed therein. Entering students and their advisors meet weekly in the seminar, at other times, as the student's academic or personal situation may demand, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar.

Passing the seminar is a requirement for all entering students. In the spring of the sophomore year, each student ordinarily must declare his major subject and is assigned to this major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his new advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable dismissal or suspension. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating, plagiarism, lying, stealing, forgery, intentionally passing a bad check, knowingly furnishing false information to the College, failing to report Honor Code violations, altering or using College or other documents or instruments of identification with intent to defraud, taking a book or other library materials out of the library without checking it, or them, out at the desk, and unauthorized access to or use of College computer files, including attempts to gain unauthorized use or access. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places year-round.

Further details about the Honor System and the Code are published in *The Key*, a handbook supplied to all Hampden-Sydney students.

ACADEMIC REGULATIONS

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades		Quality Points per semester hour
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Fair	2
C-		1.7
D+		1.3
D	Poor	1
F	Failure	0
WF	Withdrew Failing	0
I	Incomplete	0

GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student who falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of a good faith effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9 or more
Grade-Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

STUDY SKILLS PROGRAM

A student on academic probation is required

to enter the Study Skills Program as a condition of continuing enrollment in the College

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and for information regarding readmission. The student's application will be considered by the Faculty Admissions Committee, which will review his academic record and citizenship at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course but will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course prior to the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed or failed course. The student, however, will receive credit for the course only once.

The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course was taken and will be included in computation of the student's cumulative grade point average.

DEFICIENCY REPORTS

If at mid-semester a professor thinks a student is doing unsatisfactory work, he sends him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as reasons why his work is poor. Copies of the report are sent to the student's parents, his advisor, and the Dean of the Faculty. A student who receives a deficiency report is expected to consult his advisor and the professor who issued the report, and to take action to improve his academic performance.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements:

summa cum laude

a grade point ratio of 3.7

magna cum laude

a grade point ratio of 3.5

cum laude

a grade point ratio of 3.3

For honors in a particular department, see the Academic Program section of this catalogue.

TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

Credits earned at another institution may

be used to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chairman.

SUMMER SCHOOL CREDIT

Subject to departmental approval, Hampden-Sydney accepts hours earned for courses taken in summer school at a four-year accredited institution, if the grade earned is C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade point average is unaffected.

FRESHMAN REGISTRATION

Each new student will register for first semester courses the summer before he enrolls. He will consult with his advisor and the Director of Records.

ADDING AND DROPPING COURSES

1. Courses may not be added after the first week of classes in any semester.
2. Courses may be dropped without penalty only during the first four weeks of classes in any semester. With the consultation of the advisor and instructor, freshmen may drop courses without penalty during the first 7 weeks of the semester. Courses dropped during the first week of classes will not appear on the student's permanent record. Students may drop courses without charge during the first two days of each semester. A \$5.00 fee will be charged students for each course dropped after the second day of each semester.
3. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and Director of Records, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.
4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation. With the permission of his advisor, a freshman may take 12 hours

in his first semester.

Every student must carry a minimum load of twelve hours each semester. To take fewer than twelve hours the student must receive the permission of his advisor and the Dean of the Faculty. No student may take more than nineteen hours in any semester without special permission of the Executive Committee of the Faculty.

Note: These course regulations may be modified by action of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Since a college education is given direction by work in the classroom, class attendance is essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to miss classes for a number of days should inform the Dean of Students. No medical excuses are provided by the Student Health Service or the Dean of Students. This is a matter between the professor and the student. Professors may call the Health Service to confirm the student's visit to the infirmary.

EXAMINATIONS

Examinations are held at the end of each semester. A charge of \$5.00, payable at the Business Office, is made for special examinations.

RE-EXAMINATIONS

Seniors who are doing passing work in a course prior to examination week of their *final* semester but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in the case of a re-examination may be no higher than a D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College he must have the approval of the Dean of the Faculty and the Dean of Students. A

student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney a student with learning disabilities or perceptual handicaps should make himself known to the Dean of the Faculty and supply the Dean with documentation of his particular disability. The Dean, together with the student's advisor and the Office of Counseling and Career Planning, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements.

ACADEMIC CALENDAR 1987-88

*First Semester***August**

- 23 Sunday—Freshmen and Transfers report
- 25 Tuesday—All other students report
- 26 Wednesday—Classes begin

September

- 2 Wednesday—Last day of Add Period
- 23 Wednesday—Last day of Drop Period for Upperclassmen

October

- 7 Wednesday—Deficiency reports due in Records Office
- 12 Monday—No classes*
- 13 Tuesday—No classes*
- 16 Friday—Last day of Drop Period for Freshmen

November

- 6 Friday—Close of registration for spring courses
- 17 Tuesday—Rhetoric *Proficiency* Exam
- 24 Tuesday—Thanksgiving break begins after classes
- 30 Monday—Classes resume

December

- 8 Tuesday—Last day of classes
- 9 Wednesday—Study day**
- 10 Thursday—Study day**
- 11 Friday—First day of exams
- 13 Sunday—Study day**
- 16 Wednesday—Last day of exams

*Second Semester***January**

- 12 Tuesday—All students report
- 13 Wednesday—Classes begin
- 20 Wednesday—Last day of Add Period

February

- 10 Wednesday—Last day of Drop Period for Upperclassmen
- 24 Wednesday—Deficiency reports due in Records Office

March

- 2 Wednesday—Last day of Drop Period for Freshmen
- 4 Friday—Spring break begins after classes
- 14 Monday—Classes resume
- 29 Tuesday—Rhetoric *Proficiency* Exam

April

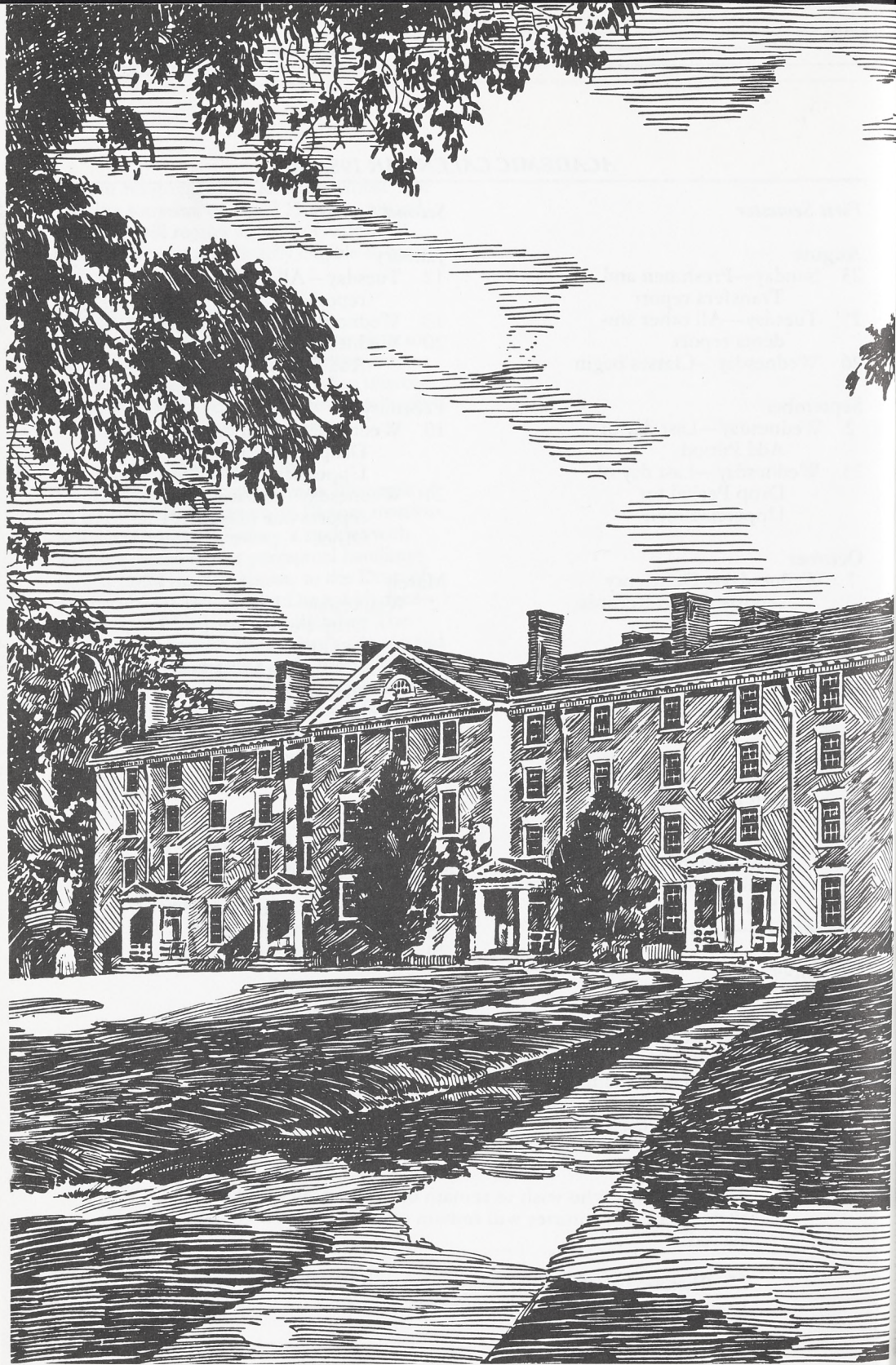
- 8 Friday—Close of registration for fall courses
- 26 Tuesday—Last day of classes
- 27 Wednesday—Study day**
- 28 Thursday—Study day**
- 29 Friday—First day of exams

May

- 1 Sunday—Study day**
- 4 Wednesday—Last day of exams
- 8 Sunday—Graduation

* For students who wish to remain on campus on October 10 through 13, dormitories will remain open and meals will be served.

** Rhetoric 101-102 final essay exam will be scheduled on the first of the study days each semester.





Admission Requirements

Young men considering Hampden-Sydney should write or call the College in order to secure a copy of its *Candidate's Guide*. All applicants for admission to the College are automatically provided with a copy of Hampden-Sydney's catalogue, which is the official publication of the College.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a lab), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of math are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the ACT given by The American College Testing Program. The College also strongly recommends the submission of scores from three Achievement Tests, two of which should be English and Mathematics. The following examination dates are suggested for all candidates:

Junior year: Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in October; Scholastic Aptitude Test or ACT in March; Achievement Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for regular acceptance.

Senior year: Scholastic Aptitude Test in November or ACT in October or December; Achievement Tests in December or January. Applicants do not have to take these tests

again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary school guidance department or write to: College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243, (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it should contain an Application for Admission (together with a non-refundable \$30.00 application fee), a transcript of grades obtained in secondary school (and any previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT or ACT and Achievement Tests.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (804-223-4388). The Office is located on the second floor of Atkinson Hall and is open year-round from 8:30 a.m. to 4:30 p.m., Monday through Friday, and on

Saturday from 9:00 a.m. until noon by appointment (excluding June, July, and August). A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College notifies candidates of their acceptance by December 15 of their senior year; and Regular Admission—the College notifies candidates between February 15 and April 15.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 of their junior year will receive an acceptance or deferment no later than July 31. Availability of

space could be a determinant in the College's willingness to consider early admission candidates.

Candidates applying under the Early Admission Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming by the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admissions tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

Early Decision Plan

The Early Decision Plan is reserved for the freshman candidate whose *first choice* of college is Hampden-Sydney. Candidates for

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>By July 1 of junior year</i>	<i>By November 1 of senior year</i>	<i>By March 1 of senior year*</i>
<i>Other credentials due:</i>	<i>By July 15 of junior year</i>	<i>By November 15 of senior year</i>	<i>By March 15 of senior year</i>
<i>SAT or ACT Tests Taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 of junior year</i>	<i>Mailed on December 15 of senior year</i>	<i>Between February 15 and April 15 of senior year</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>January 2</i>	<i>May 1</i>

*Freshman candidates considering application after March 1 should contact the Admissions Office to determine the availability of space.

admission under this plan should file a completed application by November 15. In return for the benefit of having notification mailed on December 15 (two months before the regular decision announcement period begins), the Early Decision candidate agrees, first, to apply to no other college than Hampden-Sydney and, second, to enroll at Hampden-Sydney if he is accepted. Also, if accepted, he will be expected to notify Hampden-Sydney by January 2 of his intention to enroll. He must also agree not to apply elsewhere after confirming his enrollment. There are no rejections under the Early Decision Plan. The student is either accepted or deferred. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.)

The Early Decision candidate must send his completed application, including transcript, recommendations, and SAT or ACT scores, to the College by November 15 (financial aid applicants must have the Early Version Financial Aid Form filed with the College Scholarship Service by November 15, preferably much earlier). If the student is accepted, the College agrees not to require him to take further admission tests.

Regular Admission Plan

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains an official application deadline of March 1. Applications received after that date will be considered only on a space-available basis. Students are notified of the Faculty Admissions Committee's decision between February 15 and April 15. Accepted applicants are expected to confirm their place in the incoming class by May 1.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the academic major will be determined by the appropriate department (*see chart on next page*). Granting of credit or placement

for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

TRANSFER STUDENTS

Transfer students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester.

Besides the required secondary school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade point average is usually required for automatic junior year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit will normally be awarded only for those courses equivalent to the curriculum at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. A member of the Admissions Staff or the Director of Student Aid and Records will be happy to review a student's transcript and advise him concerning transfer

credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

FOREIGN STUDENTS

Students in any of these categories must apply for admission on special application forms available from the Hampden-Sydney Office of Admissions:

—non-U.S. citizens living abroad;

—non-resident aliens temporarily living in the United States;

—permanent residents of the United States (unless their last two years of education were completed in the U.S.);

—U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP TEST</i>	<i>Hours Credit</i>	<i>Places out of</i>	<i>Distribution or proficiency</i>
American History	6	History 111-112	Social Science
Art History	6	Fine Arts 201-202	Humanities
Biology	8	Biology 101-102	2 Natural Science units, with lab
Chemistry	8	Chemistry 101-102	2 Natural Science units, with lab
English Language & Literature	6	Rhetoric 101-102	Rhetoric
English Composition & Literature	6	No equivalent course	2 Humanities units & Literature
European History	6	History 101-102	Humanities or Social Science
French Language	8	French 201-202	Language
French Literature	6	French 301-302	Language & Literature
German Language	8	German 201-202	Language
German Literature	6	German 301-302	Language & Literature
Latin - Vergil	6	Latin 202	Language
Latin - Catullus & Horace	6	Latin 301	Language & Literature
Mathematics AB	8	Mathematics 101-102	2 Natural Science Units
Mathematics BC	8	Mathematics 101-102	2 Natural Science Units
Music Literature	6	Fine Arts 103	Fine Arts
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics B	8	Physics 111-112	2 Natural Science Units, with lab
Physics C	8	Physics 121-122	2 Natural Science units, with lab
Spanish Language	8	Spanish 201-202	Language
Spanish Literature	6	Spanish 301-302	Language and Literature

English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the College Health Service before matriculation.

EXPENSES*

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 65% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from the Synod of the Virginias, alumni, friends, and foundations.

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

	1987-88
Comprehensive Fee	\$8,840.00
Student Activities Fee	110.00
Room Rent:	
Cushing	870.00
Room Rent:	
Whitehouse & Hampden	
House Units	1,015.00
New Residence Hall Complex	1,390.00
Board	\$1,880.00
Special Fees:	
Course Overload, per credit hour	\$115.00
Special Students, per credit hour (up to 7)	165.00
Damage Deposit	100.00
Late Enrollment	15.00
Graduation Fee	75.00
Late Payment Fee	25.00
Post Office Box Rental	5.00
Room Key Deposit	10.00

*The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care in the College infirmary, excess accident and hospitalization insurance for inter-

NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

Hampden-Sydney College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College.

It does not discriminate on the basis of race, color, national and ethnic origin or physical handicap in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs. Inquiries concerning the College's compliance with the provisions of Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination on the basis of handicap should be referred to Dr. Lewis H. Drew, Dean of Students.

collegiate sports participants, admission to athletic events held on the campus, the cost to students of student publications, and some other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Students who by special permission of the Executive Committee are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Room rent in the residence halls covers cost of occupancy and use of utilities. Freshmen live in Cushing Hall, Whitehouse (East and South houses), and the new residence halls. All other students live in the Hampden House Units, Whitehouse, new residence halls, and various houses.

Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

In the senior year there is payable by January 1 a graduation fee of \$75.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

PAYMENT OF FEES

Sixty percent of all charges is payable by August 1; the balance (40%) is due January 1.

If an account is not paid by the due date, a late payment fee of \$25.00 is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Finance have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Finance. However, that involves interest charges on the balance outstanding.

Students who fail to matriculate on the day scheduled are charged a \$15.00 late enrollment fee. This fee may be excused by the Dean of Students if the reason for late matriculation was beyond the student's control.

Checks should be made payable to

Hampden-Sydney College and mailed to the Business Office.

RETURN OF FEES

For voluntary withdrawals, all tuition, room and board paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs) will be refunded, less the \$200 advance deposit required of all newly accepted students, if written notice is presented to the Vice President for Finance by the matriculation date.

For voluntary withdrawals after matriculation, 80% of tuition and fees paid by or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial aid programs), less the \$200 advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Finance or the Dean of Students during the period between the date of matriculation and seven calendar days after the first day of classes. During the period from the eighth calendar day after the first day of classes until the twenty-eighth calendar day after the first day of classes, a refund of 40% of tuition and fees will be made. The date of withdrawal shall be the date on which written notice is delivered to the appropriate College official.

A pro rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent.

There is no refund of tuition, room, or board for students who are suspended or expelled for disciplinary or honor reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro rata refund of tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and all loan funds are made in two installments, 60% in August and 40% in January. Disbursements of federal and state grants are made in equal amounts each semester.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents may want to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students are encouraged to have primary health insurance coverage. We urge you to check your present policy to ensure that you are covered now and that you will continue to be covered while you are at college. You are responsible for all of your medical expenses except for those services that you receive at the Student Health Service; these services are provided without charge.

Note: No student may participate in any intercollegiate athletic program until he is covered by a valid and collectible primary health insurance. You will be asked to show proof of this coverage before you are allowed to practice or play on any intercollegiate team.

The College does carry a supplemental, standard accident insurance policy for its intercollegiate, varsity athletes; however, that policy may not cover all of the expenses incurred from an athletic injury. Please call the Health Service or the Business Office for more information about this insurance.

FINANCIAL AID

To apply for financial aid from the College is relatively simple. If you are *not* a resident of Virginia, you need complete only one form—the Financial Aid Form (FAF). For Virginia residents attending college for the first time, there is one additional form—the application for the Virginia Tuition Assistance Grant Program (TAGP).

The FAF may be obtained after November 1 from one's high school guidance office or from the Hampden-Sydney financial aid office. It should be completed after January 1 by the applicant or his parents and mailed before March 1 to the College Scholarship Service (CSS). Hampden-Sydney (CSS code number 5291) should be designated as a recipient. If for some reason it is impossible to submit the FAF before the deadline, the financial aid office should be notified immediately.

Every student who applies for financial aid *must* apply for a grant from the Pell Grant Program. This is done simply by authorizing the CSS, when completing the FAF, to send the reported information to Pell Grants. Administered by the federal government, Pell Grants are designed primarily for students who have significant financial need.

Virginia residents attending college for the first time must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant—based on residence, not on need—is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. An application may be obtained from the high school guidance office or the Hampden-Sydney financial aid office; the completed form must be returned to the College prior to June 1. The TAGP award automatically becomes part of the financial aid award of Virginia residents.

Hampden-Sydney guarantees to meet 100 percent of the demonstrated financial need of students admitted under the Early Decision category. Students admitted under the regular admission program will receive a financial aid award that meets at least 90 percent of their demonstrated need.

In addition to the regular financial aid pro-

gram, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of at least \$2,500 per year.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of at least \$1,750 per year.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. They receive four-year stipends of at least \$1,250 per year.

Leadership Awards are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of at least \$750 per year.

All financial aid awards are reviewed at the end of each semester. Financial assistance may be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial aid consumer information may be obtained from the Director of Student Aid.

Inquiries concerning financial aid should be addressed to Director of Student Aid (telephone 804-223-4381).

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$25,000 or more.

THE ARA SERVICES SCHOLARSHIP

FUND was established in 1965 and later supplemented through gifts of ARA Food Services Company.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP FUND was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the area of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE FRANCES PRICE ANDREWS SCHOLARSHIP FUND was established in 1986 by Lester E. Andrews '36 in memory of his wife; their sons and daughters-in-law, Lester E. Andrews, Jr. and Diane Moss Andrews; William D. Andrews and Katheryn Hargrove Andrews. Preference will be given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland and Lunenburg.

THE GEORGE SLOAN ARNOLD LOAN AND SCHOLARSHIP FUND was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney Class of 1873, and Robert William Gilkeson was a member of the Class of 1907. The income from the fund shall be used for the award of loans and scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP FUND was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Recent gifts by Mrs. Atkinson have fully endowed this scholarship. The Atkinsons have played large roles in the 20th Century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957; and Mrs. Atkinson is the founder and present curator of the museum which is named in her honor.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP FUND was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are studying for the Christian ministry.

THE FRANK C. BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia,

and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37 and Dr. & Mrs. William C. Finch. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award will be \$750. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP FUND was established in 1981 by Mrs. Dorothy R. Bottom of Hampton, Virginia, in memory of herself and her husband. Preference is given to needy students from the Peninsula area of Virginia.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP FUND was established in 1981 by a bequest from Mr. Brightwell, Class of 1937. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP FUND was established in 1986 by gifts from trustees, alumni, parents and friends. The fund is to honor the Buntings and their accomplishments during his presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school

record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the area of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE WILLIAM CARROLL CHEWNING, JR. MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll Chewing '41, his family, and friends in memory of his son, a member of the Class of 1967.

THE DONALD L. CORK SCHOLARSHIP was established by gifts to the College from Mr. Donald L. Cork '13 of Charleston, West Virginia.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP FUND was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewing. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE W. BIRCH DOUGLASS III SCHOLARSHIP FUND was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP FUND was established in 1978 by a gift from the Jessie Ball duPont Religious, Charitable, and Educational Fund of

Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP FUND was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP FUND was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, Class of 1871, of Cumberland, Virginia.

THE STOKELY FULTON SCHOLARSHIP FUND was established in 1985 in memory of John Stokeley Fulton '55, for three decades a coach at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP FUND was established in 1975 by Dr. R. Cecil Garlick, Jr. '23 of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Mrs. Pearl F. Gray of Richmond, Virginia.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr.

Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP FUND was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship will be awarded to those students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE EUGENE C. HURT, JR. AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE WILLIAM ALLEN JOHNS, JR. MEMORIAL SCHOLARSHIP was established in 1979 by Dr. William A. and Logan P. Johns in memory of their son, Allen. Preference is given to premedical students.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL LOAN FUND was established in 1966 by a gift of Mr. Robert D. Johnson '36. The award, which must be repaid, is given to a deserving upperclassman.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE HAROLD G. LEGGETT SCHOLARSHIP FUND was established in 1983 by Mrs. Hallie Leggett Townsend of Durham, North Carolina in honor of her brother and supplemented by gifts from other family members.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP FUND was established in 1985 by a gift from East Coast Oil Corpora-

tion of Richmond, Virginia, in honor of Mr. & Mrs. Lonas. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the most outstanding members of each entering class.

Candidates will be expected to have demonstrated superior intellectual achievement in their secondary school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the area of leadership and community service.

Madison Scholars will be chosen without regard to financial circumstances. Each recipient will have his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE JAMES J. MARSHALL, JR. SCHOLARSHIP FUND was established by gifts from Mr. J. J. Marshall, Jr. '34 of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE PHILIP W. MCKINNEY SCHOLARSHIP FUND was established in 1964 by a bequest from the estate of Mrs. Frankie McKinney Van Winkle, in honor of her father, Governor Philip W. McKinney, a member of the Class of 1851.

THE HENRY HANNAH McVEY, JR. SCHOLARSHIP FUND was established in 1986 by George Jennings McVey '61 and Henry Hanna McVey III '57 in memory of their father, a member of the Class of 1912.

THE BEN AND MAYO MOOMAW SCHOLARSHIP FUND was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP FUND was established in 1963 by a gift from Mrs. Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from The Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of premedical students.

THE LEE WATKINS MORTON MEMORIAL SCHOLARSHIP was established by gifts from Mr. and Mrs. L. W. Morton, Sr., Class of 1885, and their sons, Lee W. Morton, Jr. '19, Judge R. Page Morton '23, and the Rev. Taylor Morton '17 of Charlotte County, Virginia.

THE HARRY HAVENER MUNROE SCHOLARSHIP FUND was established by a bequest from Mrs. Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe '01, H. D. '26. Preference will be given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP FUND was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships will be afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference will be afforded students who have formed a desire to enter the teaching profession.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41 and friends in memory of Theodore G. Offterdinger, Jr. '74 and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

THE OVERCASH MEMORIAL SCHOLARSHIP was established in 1983 in memory of Hinton Baxter Overcash and Emma Ressler Overcash by their daughters Dorothy and Elizabeth. Dr. Overcash was for many years Professor of Biology at the College.

THE RICHARD C. PARKER SCHOLARSHIP FUND was established in 1980 by Mr. and Mrs. William A. Parker, Jr. and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the premedical program are given preference.

THE PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE PHILIP MORRIS SCHOLARSHIP FUND was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year a freshman from Virginia is chosen as a Soyars Scholar.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP FUND was established in 1968 by Mr. and Mrs. John Tucker Percy of Virginia in memory of Dr. Pugh, a member of the Class of 1923 and a former member of the Board of Trustees. Additional gifts to this fund have been made by Fidelity National Bank of Lynchburg, family members and friends.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster and her uncles, Mr. Abram Carrington Read, Class of 1883, and Mr. Isaac Mayo Read, Class of 1887. In addition to her immediate family, Mrs. Metcalf specified the scholarship as a memorial in remembrance of the Reads of "Greenfield," Charlotte County, Virginia.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson, a former member of the Board of Trustees and a member of the Class of 1915.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE REGINALD GILBERT SMITH SCHOLARSHIP FUND was established in 1986 by gifts from alumni, parents and friends who wished to honor Smith, a long-time employee of the College. The fund is to aid minority students with preference given to graduates of Prince Edward County High School.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP FUND was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia to provide assistance based on financial need to those participating broadly in extracurricular activities such as athletics or student government.

The scholarship will be awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps of the Class of 1867 and Dr. Thomas Stamps of the Class of 1868.

THE C. V. STARR SCHOLARSHIP FUND was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics as well as financial need.

THE TEACHERS SCHOLARSHIP FUND was established in 1983 by a gift from Mr. and Mrs. Lewis B. Goode, Jr. '50 of Lynchburg, Virginia, and supplemented by a grant from the Brown Foundation, Inc. of Houston, Texas. This fund offers scholarships to seniors who plan to teach. It also grants interest free-loans to juniors and seniors, forgiven after teaching in public schools for two or three years, depending on the size of the loan.

THE MR. AND MRS. GEORGE C. THOMAS, JR. SCHOLARSHIP FUND was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr. of New Jersey and Florida.

THE THOMAS PREMEDICAL LOAN FUND was established in 1977 by Mrs. Evelyn Thomas of Roanoke, Virginia, in memory of her husband, Dr. Charles W. Thomas. The loan fund, which must be repaid, assists needy premedical students.

KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by U.S. Senator Paul S. Tribble, Jr. '68 in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The Tribble Scholar is assured an internship in Senator Tribble's office at some time during his undergraduate study. The scholarship is administered by the Honors

Council as part of the Leadership Awards Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Mrs. Julia E. Truitt of Norfolk, Virginia, and designated for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the Class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP FUND was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable of Charleston, West Virginia. Mr. Venable was a member of the Class of 1920 and a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a charter trustee. The scholarship is administered by the Honors Council as part of the Leadership Awards program.

THE WADDELL-GORDON SCHOLARSHIP FUND was established in 1952 by Mr. James W. Gordon, Jr. '32 of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mrs. James S. White, and Dr. Paul F. White '60 in honor of their parents and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP FUND was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of

his brother Holman Willis, Jr. '38. The scholarship will be awarded to students who demonstrate evidence of financial need.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. '09 to benefit Dinwiddie County residents attending Hampden-Sydney.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum annual contribution must be \$1000.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients will be based on superior academic achievement and/or financial need. Preference will be given to students from Amelia, Nottoway, and Prince Edward Counties, or, if none qualify from these areas, Southside Virginia. Qualified descendants of James Allen will also be given preference.

THE JOHN M. BORDERS, M.D. MEMORIAL FUND was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE EDMUND MADISON CHITWOOD, JR. MEMORIAL SCHOLARSHIP was established in 1985 by W. Randolph Chitwood, M.D. '41 and W. Randolph Chitwood, Jr. M.D. '68 in memory of their brother and uncle, Edmund Madison Chitwood, Jr. M.D. '43. This fund assists needy premedical students.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke,

Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to needy and worthy upperclassmen who plan to enter church-related vocations.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS. The scholarships were established in 1974 in memory of George C. "Chip" Freeman III '76, by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52 and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1983 by Dr. Samuel S. Jones, Class of 1943, of Tucson, Arizona.

THE EMILY AND LAWRENCE KENDIG SCHOLARSHIP was established in 1984 by Dr. Edwin L. Kendig, Jr. '32. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE JAMES BUCKNER MASSEY SCHOLARSHIP. Each year since 1957 a scholarship has been made possible through gifts of Dr. F. M. Ryburn '45 of Lubbock, Texas, in memory of Dr. James B. Massey, long-time professor of Bible at Hampden-Sydney. Preference is to be given to sons of ministers.

THE MCGUIRE-BOYD SCHOLARSHIP was established through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ODK LEADERSHIP SCHOLARSHIP was established on its fiftieth anniversary in

1974 by the Lambda Circle of Omicron Delta Kappa at Hampden-Sydney. The \$500 award is made to a sophomore selected by the Circle in recognition of demonstrated leadership and as encouragement for future constructive work. Need is not a criterion.

THE PRESBYTERIAN CHURCH. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides \$20,000 each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in her commitment to blending sound scholarship with the principles and practices of the Christian faith.

THE GLENN W. SMALL, JR. ANNUAL SCHOLARSHIP was established in 1985 by The Reverend Glenn W. Small, Jr., Class of 1963. Preference will be given to a black student from Georgia based on financial need and/or academic merit, or in the alternative, to a black student with financial need and/or academic merit from outside the state of Georgia. In the event no black students fit the criteria, the scholarship will be awarded to a student from Georgia based first on need and, if there is no need, then on academic merit.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS. Annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 have provided scholarships at Hampden-Sydney in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

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COURSE





Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Modern Languages, Philosophy, Religion, Rhetoric, and Western Man.

NATURAL SCIENCES, including Biology, Chemistry, Physics, Mathematics and Computer Science.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue has a course number. At the right of this number will be found numerical designations in parentheses which indicate the course length and credits carried by the course. There are two variations. For example: Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, and the student may take one or both semesters. Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

SPECIAL TOPICS AND INDEPENDENT STUDY

The following courses are offered in every department:

185, 285, 385 or 485. Special Topics (1, 2, 3 hours).

An organized course of study in an area other than one described in the course listings. If the course/topic is offered more than once, it must be approved by the faculty.

490. Directed Reading (1, 2, 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist in designing the student's program.

495. Independent Study (1, 2, 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For reading courses (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor.

A student may take no more than one 490/495 course per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, the written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to apply for Senior Fellowships and Honors Major Fellowships.

Departments may specify prerequisites and minimal grade points for taking 490 and 495 courses.

DEPARTMENTAL HONORS

Honors courses, projects, or seminars are offered at the junior and senior levels. Departmental Honors varies from department to department. Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts.

Departmental Honors work must include a minimum of six, and up to a maximum of twelve, credit hours in specially designed courses, and independent study. Credit is given for laboratory work. Specific requirements and eligibility are established by the department, in cooperation with the Honors Council. Interested students should consult the chairman of the appropriate department about Departmental Honors.

BIOLOGY

Professors Shear, Turney, Gemborys; Adjunct Associate Professor Lund; Visiting Assistant Professor Hall

The diverse preparation necessary for different graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. The requirements for a major in Biology are 33 hours, including Biology 101-102 and 151-152 (to be taken during either the freshman or sophomore year). The balance of the major consists of appropriate electives with at least one course in each of the following three areas: 1. Molecular/Cellular Biology; 2. Organismic/Systematic Biology; 3. Ecology/Population Biology.

In addition, Chemistry 101-102 and 151-152 are required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3)

Staff

INTRODUCTORY BIOLOGY. An introduction to the basic topics of the biological sciences. Biology 101 emphasizes cell chemistry and structure, cell physiology including respiration and photosynthesis, Mendelian and basic molecular genetics, and cellular and organismal reproduction. Biology 102 emphasizes evolution, population dynamics, ecology, adaptation, and a survey of the five kingdoms of life. Prerequisites: none for 101; 101 prerequisite to 102. Corequisites: Biology 151 and 152 corequisite to 101 and 102, respectively. Offered: 101 in the fall semester, 102 in the spring semester, 101 in the spring semester on demand.

BIOLOGY 108. (3) *Gemborys*
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Offered: each semester.

BIOLOGY 111. (1) *Gemborys*
NATURAL MAN. Readings, discussions and films designed to illustrate the capacity of man to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: on demand.

BIOLOGY 142. (4) *Gemborys*
BOTANY. An introductory study of the anatomy, morphology, taxonomy, physiology, and ecology of plants. In addition, the commercial and medicinal uses of plants will be considered. Two 2½ hour meetings per week, with the laboratory experience integrated within the lecture portion of the course. Prerequisite: none. Offered: on demand.

BIOLOGY 151-152. (1-1) *Staff*
LABORATORY IN INTRODUCTORY BIOLOGY. Laboratory exercises associated with Biology 101-102. Prerequisites: none for 151. 151 is prerequisite to 152. Corequisites: Biology 101 for 151, Biology 102 for 152.

BIOLOGY 158. (1) *Gemborys*
LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as

the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: fall semester.

BIOLOGY 215. (4) *Lund*
CYTOLOGY. Cytology is an introduction to cells in terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic cytogenetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Students will examine professionally prepared material as well as slides of their own making in the laboratory. Students are involved in techniques in cytogenetics and histochemistry utilizing animal and plant material. Three lecture sessions, one laboratory period per week. Enrollment limited to 24. Prerequisite: Biology 101 and 102. Corequisite: none. Offered: spring semester of odd years.

BIOLOGY 220. (4) *Lund*
MICROBIOLOGY. This course deals with the biology of prokaryotic organisms, viruses, and subviral parasites. Energy-generating mechanisms unique to prokaryotes will be examined, including photosynthetic, chemosynthetic, and heterotrophic modes. The basics of prokaryote and viral genetics will be introduced as a means of understanding the techniques of genetic engineering. As well as a general survey of prokaryotes, viruses, and subviral parasites, the course will undertake a deeper examination of those associated with human disease. The principles of immunology, commercial fermentations, and the importance of microbes in ecosystems will also be discussed. Prerequisites: Biology 101, 102, 151, 152. Offered: spring semester of even years.

BIOLOGY 222. (4) *Staff*
MORPHOGENESIS. An introduction to comparative functional development and morphology of the vertebrate body. Embryonic development through organogenesis and adult gross anatomy is stressed. Closed to students

who have successfully completed Biology 321 or 322. Three lectures and one laboratory per week. Prerequisite: Biology 102, 152. Offered: spring semester of odd years.

BIOLOGY 232. (4) *Staff*
PARASITOLOGY. The biology of animal parasites—their history, life cycles, host relationships, modes of infection, transmission, and pathogenicity. Laboratory exercises will include work on prepared slides and the examination of living parasitic forms when possible. Students will be required to prepare some permanent slide mounts from living parasites. Three lectures and one laboratory period per week. Prerequisite: Biology 101 and 102. Offered: fall semester of even years.

BIOLOGY 241. (4) *Shear*
INVERTEBRATE ZOOLOGY. An intensive study of the taxonomy, morphology, physiology, and ecology of the invertebrates. The phylogenetic origin of the organ-system is studied in relation to basic adaptive patterns. Biochemical, embryological, morphological, and physiological similarities and dissimilarities are observed. Representative species from the major phyla are studied in the laboratory. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 250. (3) *Turney*
BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No lab. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring short term.

BIOLOGY 253-254. (4-1) *Gemborys*
PLANT ECOLOGY. A consideration of the interrelationships between plants and their environment. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environ-

ment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. Field trips are required. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151 and 152. Offered: 253 in the fall semester; 254 in the spring semester on demand.

BIOLOGY 260. (4) *Gemborys*
TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: on sufficient demand.

BIOLOGY 270. (4) *Gemborys*
ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES.

A survey of the significant vegetation types of the Eastern United States, ranging from the Longleaf Pine Forests of Virginia to the Alpine Tundra Formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

BIOLOGY 311. (4) *Turney*
GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Laboratory exercises include work with classical material such as *Drosophila* as well as more recent activity involving phages and DNA annealing. Some laboratory work and many lecture demonstrations utilize Apple II series computers to model molecular pheno-

mena, perform Mendelian crosses, study population genetics and statistically analyze data. All students will build a personal and customized database using either Macintosh or Apple IIe series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

BIOLOGY 313. (3) *Shear*
POPULATION BIOLOGY. An introduction to the biological applications of simple statistics and the use of mathematical models in genetics, evolution and ecology. Lecture and discussion sessions will emphasize the derivations of models and statistical formulae, with special attention given to their biological meaning and their appropriateness for use in biology. No special mathematical knowledge will be required beyond algebra and elementary calculus; not recommended for students who have taken Mathematics 103. Prerequisites: Biology 102, 152; Biology 311 recommended. Offered: fall semester of odd years.

BIOLOGY 314. (3) *Shear*
EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined, and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311 or Biology 313. Offered: on demand.

BIOLOGY 321. (4) *Staff*
DEVELOPMENTAL BIOLOGY. Principles of embryology involving physiological, biochemical, and genetic influences on differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Three lectures and two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 322. (4) *Staff*
COMPARATIVE VERTEBRATE ANATOMY. Comparative functional morphology and evolution of organs and organ systems in chordate animals. Major emphasis is placed on gross anatomy of the mammal. Studies of vertebrate tissues are included. Three lectures and two laboratories per week. Prerequisite: Biology 321 or consent of instructor. Offered: spring semester of even years.

BIOLOGY 331. (4) *Turney*
BIOCHEMISTRY-MOLECULAR BIOLOGY. A structural and functional study of the cell with emphasis on the biochemical and ultrastructural aspects of cell metabolism. Laboratory exercises include problems in enzyme kinetics, enzyme isolation, electrophoresis, ion-exchange chromatography, and spectrophotometry. All students will build a personal and customized database using either Macintosh or Apple IIe series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisite: Biology 101, 102, 151 and 152; Prerequisite or corequisite: Chemistry 201. Offered: fall semester.

BIOLOGY 332. (3) *Turney*
PHYSIOLOGY. A continuing treatment of the cell's structure and function with emphasis this semester on muscle contraction, nerve conduction, cell division and differentiation. Supplemental lectures on the cellular basis for homeostasis are included with specific treatments of circulatory physiology, respiratory physiology, and renal physiology. All students will build a personal and customized database using either Macintosh or Apple IIe series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures per week. Prerequisites: Biology 101, 102, 151 and 152. Biology 331 is a desirable antecedent to Biology 332. Check with the instructor if you have not had Biology 331. Offered spring semester.

BIOLOGY 334. (1)*Turney*

ADVANCED BIOCHEMISTRY. A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

independent study projects. Prerequisites:

Biology 101, 102, 151, 152, and two additional semesters of Biology. Biology 382 will be offered in the spring semester of even years.

BIOLOGY 342. (4)*Gemborys*

PLANT PHYSIOLOGY. A consideration of the fundamental life processes of plants including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152; Chemistry 101-102, 151-152. Offered: on demand.

BIOLOGY 376. (4)*Gemborys*

MARINE BIOLOGY AND OCEANOGRAPHY. A study of the physical, chemical, and biological characteristics of the world's oceans, shorelines, and estuaries. The laboratory experience is designed to give the student first-hand knowledge of the methods used in studying aquatic organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Prerequisite: Biology 241, 253, or consent of instructor. Offered: fall semester of odd years.

BIOLOGY 382. (4)*Shear*

NEUROBIOLOGY AND BEHAVIOR. The first half of the course will take up the major features of the actions of neurons, as they operate at the cellular level. This will be followed by a discussion of synaptic transmission and signal integration by small systems of nerve cells, with some study of their implications for behavior; identified neurons in invertebrates will be emphasized. Levels of neural integration will be examined using the vertebrate retina as an example. The second half of the course will attempt to integrate this material with what has been learned of animal behavior by the ethologists, and the course will end with an introduction to sociobiology. Laboratories will consist of self-designed

CHEMISTRY

Professors Porterfield, Sipe; Associate Professor Anderson, Assistant Professors Mueller, Dunn*

The requirements for a major in Chemistry are:

1. *All courses from the techniques track (except honors) and the following courses from the concepts track: 101-102, 201-202, 301-302, and 401-402, plus two chemistry electives, one to be chosen from Group A and one from Group B:*

Group A: 311 (Biochemistry), 318 (Medicinal Chemistry), or 485 (Special Topics, 3 hours).

Group B: 322 (Descriptive and Industrial Chemistry), 411 (Advanced Physical Chemistry), or 412 (Advanced Inorganic Chemistry).

For a student to receive the American Chemical Society's certified degree, the Group A elective must be Chemistry 311 (Biochemistry) and the Group B elective must be Chemistry 412 (Advanced Inorganic Chemistry).

2. *Satisfactory completion of Mathematics 101-102, Physics 111-112, and Physics 151-152.*

CONCEPTS TRACK

CHEMISTRY 101-102. (3-3) *Anderson, Dunn & Porterfield*

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for systematic study of descriptive inorganic chemistry. Some mathematical facility desirable. Prerequisites: none for 101; 101 prerequisite to 102. Offered: 101 in the fall semester; 102 in the spring semester.

CHEMISTRY 111. (3) *Anderson, Mueller*
CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none.

Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: each spring semester if staff permits.

CHEMISTRY 201-202. (3-3) *Mueller*
ORGANIC CHEMISTRY. An integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisites: Chemistry 101-102. Corequisite: Chemistry 251-252. Offered: 201 in the fall semester; 202 in the spring semester.

CHEMISTRY 301-302. (3-3) *Dunn, Sipe*
PHYSICAL CHEMISTRY. The principles of chemical thermodynamics, electrochemistry, introductory quantum mechanics, spectroscopy, statistical mechanics, and kinetics are developed and used to explain selected chemical phenomena. Prerequisite: for Chemistry 301: Chemistry 102, Mathematics 102. Corequisite: Physics 111. For Chemistry 302, Chemistry 301 is prerequisite. Offered: 301 in the fall semester, 302 in the spring semester.

CHEMISTRY 311. (3) *Anderson*
BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 202 or consent of instructor. Offered: fall semester.

CHEMISTRY 318. (3) *Staff*
MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. Some attention is given to the rational design and pharmacological evaluation of potential medicinals, but synthesis routes are not covered. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisites: Chemistry

202 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 322. (3) *Porterfield*
DESCRIPTIVE AND INDUSTRIAL INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, laboratory reactions and uses, and commercial and industrial uses with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisites: Chemistry 101-102. Offered: fall semester.

CHEMISTRY 332. (3) *Mueller*
ADVANCED ORGANIC CHEMISTRY. A closer examination of the concepts introduced in organic chemistry. Emphasis will be placed on the relationships between structure and mechanism. Articles from chemical journals will be used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 202. Offered: spring semester.

CHEMISTRY 401-402. (3-3) *Anderson*
CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis. Topics include: basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisites: Chemistry 302 or consent of the instructor. Offered: 401 in the fall semester; 402 in the spring semester.

CHEMISTRY 411. (3) *Sipe*
ADVANCED PHYSICAL CHEMISTRY. Selected advanced topics in physical chemistry: e.g., topics in advanced molecular spectroscopy, magnetic resonance spectroscopy, theoretical calculations of molecular electronic structure. Prerequisites: Chemistry 302 or consent of the instructor. Offered: on sufficient demand.

CHEMISTRY 412. (3) *Porterfield*
ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry as applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 301. Offered: spring semester.

TECHNIQUES TRACK

CHEMISTRY 151-152. (1-1) *Dunn, Porterfield, Sipe*
TECHNIQUES OF CHEMISTRY. A series of open-ended projects that require independent use of library and laboratory facilities, including quantitative analysis and spectroscopy. Breakage deposit: \$35.00. Prerequisites: None for 151. Chemistry 151 is prerequisite to 152.

CHEMISTRY 251-252. (1-1) *Anderson, Mueller*
ANALYTICAL-ORGANIC TECHNIQUES. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical and organic chemistry areas. The design of synthesis procedures and separation schemes is emphasized. Attention is given to analysis by potentiometric titration, vapor phase chromatography, and such spectroscopic techniques as infrared, ultraviolet-visible, mass, and magnetic resonance. Breakage deposit: \$35.00. Prerequisites: Chemistry 102, 152. Corequisites: Chemistry 201-202. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2) *Staff*
ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional

CLASSICS

academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352, 451-452 form a four-semester sequence in which students work one semester with each of the four members of the faculty. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 385. (1) Staff
INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisite: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2) Staff
ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 401. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3) Staff
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisite: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3) Staff
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisite: Chemistry 461 and consent of the instructor. Offered: on demand.

Professor Emeritus Thompson; Professor Tucker*; Associate Professors Arieti, Brinkley; Visiting Assistant Professor Smith

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level or above; Philosophy 301; Fine Arts 201; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages and in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 201. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (3-3) Arieti
ELEMENTARY GREEK. This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to developing sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3) Brinkley
INTERMEDIATE GREEK. Reading and analysis of selections from Greek prose and

verse, and a continuing study of grammar and vocabulary. Prerequisite: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3) *Brinkley*
THE GREEK NEW TESTAMENT. Passages from the Synoptic Gospels and *Acts* are read, and a survey of the peculiarities of *koiné* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3) *Brinkley*
GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3) *Brinkley*
GREEK HISTORIANS. Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester) *Staff*
ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3) *Staff*
ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical

authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3) *Staff*
INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3) *Brinkley*
MASTERPIECES OF LATIN LITERATURE. A survey of Latin literature of the Republic and the Empire. Prerequisite for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester) *Staff*
ADVANCED READINGS IN LATIN LITERATURE. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3) *Brinkley*
LATIN COMPOSITION AND GRAMMAR. Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN 412. (3) *Thompson*
LATIN PALAEOGRAPHY. Prerequisite: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.

CLASSICAL STUDIES 201. (3) *Thompson*
ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to

broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen. Offered: each semester.

CLASSICAL STUDIES 202. (3) *Brinkley*
CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: spring semester.

CLASSICAL STUDIES 203. (3) *Staff*
GREEK LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3) *Staff*
LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3) *Arieti*
HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis will be placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisites: Any of the following: Western Man 101, History 301, 302, Latin or Greek at the 200 level or above, Classical Studies 203, 204 or permission of the

instructor. Offered in alternate years.

HISTORY 301. (3) *Arieti*
GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3) *Arieti*
ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the Roman civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3) *Brinkley*
DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3) *Brinkley*
HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.

ECONOMICS

Associate Professors Angresano, Gibson, Hendley, Townsend; Assistant Professor Holleran; Lecturer Stern

The requirements for all students majoring in Economics are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 103 and 104. They are also expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond these specific courses, the student can choose between concentrations in General Economics and in Management Economics. The General Economics concentration requires the student to take Economics 401 and 402. For the Management Economics concentration, the student must take Economics 221, 222, 421, and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3) *Staff*
INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3) *Staff*
MONEY AND BANKING. Analysis of the fractional reserve banking system, its place in financial markets, and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Keynesian and Monetarist theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3) *Angresano*
COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: on demand.

ECONOMICS 203. (3) *Holleran*
GENERAL ECONOMIC HISTORY. Study of the origins and spread of modern economic

growth in Western Europe and North America, with emphasis on 18th and 19th century experience. Prerequisites: Economics 101. Offered: fall semester.

ECONOMICS 204. (3) *Holleran*
TOPICS IN ECONOMIC HISTORY. Selected topics of historical and economic significance are examined using the tools of economics. Prerequisites: Economics 101. Offered: on demand.

ECONOMICS 205. (3) *Angresano*
HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from mercantilism through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 206. (3) *Townsend*
TOPICS IN HISTORY OF ECONOMIC THOUGHT. This course explores methodological and topical subjects in the history of economics. Prerequisites: Economics 101 and junior standing or permission of the instructor. Offered: on sufficient demand.

ECONOMICS 208. (3) *Hendley*
PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 209. (3) *Hendley*
TOPICS IN POLITICAL ECONOMY. An adaptation and application of fundamental economic concepts to the analysis of problems such as poverty, education, crime, and professional sports. The topics considered vary from year to year. Prerequisite: Economics 101. Offered: periodically.

ECONOMICS 210. (3) *Angresano*
ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered:

spring semester.

ECONOMICS 212. (3) *Townsend*
ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies will be used to illustrate, and will require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3) *Hendley*
ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3) *Staff*
INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: periodically.

ECONOMICS 220. (3) *Stern*
CORPORATION FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; Economics 221 (or equivalent) is recommended but not required. Offered: fall semester.

ECONOMICS 221. (3) *Gibson*
MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: both semesters.

ECONOMICS 222. (3) *Gibson*
NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. The role of business in society and the functions of business are considered within the framework of the social system. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 231. (3) *Gibson*
FINANCIAL ACCOUNTING AND ANALYSIS. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Course emphasis will be placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 221, or permission of the instructor.

ECONOMICS 260. (3) *Angresano*
INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments and adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 101. Offered: on demand.

ECONOMICS 301. (3) *Staff*
MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 303. (3) *Staff*
MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisite: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3) *Townsend*
ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive reading of empirical work in economic literature. Prerequisites: Economics 101 and Mathematics 103. Offered: spring semester of odd years.

ECONOMICS 308. (3) *Townsend*
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 101. Offered: spring semester of even years.

ECONOMICS 401. (3) *Townsend*
SEMINAR IN INTERMEDIATE ECONOMIC ANALYSIS. Application of macroeconomic and microeconomic decision tools to problems of business cycles and forecasting and to problems of economic welfare. A capstone course in economics, the seminar enables students to use the tools of intermediate theory as devices for dynamically modelling the economy and forecasting trends in economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3) *Hendley*
SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401 or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3) *Holleran*
MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3) *Gibson*
SEMINAR IN BUSINESS PROBLEMS. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

ECONOMICS 101.
 ECONOMICS 301, 303.
 ECONOMICS 306, 308.
 Two elective courses in Economics.
 MATHEMATICS 101, 102, 103.
 MATHEMATICS 201, 202.
 COMPUTER SCIENCE 221.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathematical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

ENGLISH

Professors Martin, Simpson; Associate Professors Bagby, Saunders; Assistant Professor Schiffer; Visiting Assistant Professors Deis, Frye; Lecturer Rhoads; Poet-in-Residence and Lecturer O'Grady

The requirements for a major in English are 30 hours, including two semesters each of History of English Literature (211-212), American Literature (221-222) and Shakespeare (333-334); a genre course; a period course; a single-author course other than Shakespeare; and at least one course in British History (201-202). At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 204. (3) *Bagby*
AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between man and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors to be considered include Cooper, Emerson, Thoreau, Dickinson, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 205. (3) *Staff*
UTOPIAN LITERATURE. This study of representative accounts of ideal societies and the perfection of man begins with Plato's *Republic* and More's *Utopia* as bases; other readings include works from the classical era to the present, with concentration on American and British literature of the nineteenth and twentieth centuries. Authors to be considered include Howells, Butler, Bellamy, Huxley, and Orwell. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 206. (3) *Martin*
LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 207. (3) *Martin*
LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 208. (3) *Simpson*
THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and the theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 209. (3) *Simpson*
THE SHORT NOVEL. This course will include British, European, American, and South American authors and works. Students will read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Doris Lessing; and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 211-212. (3-3) *Staff*
THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221. (3) *Simpson, Bagby*
AMERICAN LITERATURE TO 1865. A general study of American literature from colonial times through the Civil War. While attention is given to the milieu, continuity, and development of our literature, the emphasis is upon major figures: Cooper, Hawthorne, Melville, Emerson, and Thoreau. Appropriate critical approaches other than the historical are employed in considering the key works of these authors. Prerequisite: none. Offered: fall semester.

ENGLISH 222. (3) *Simpson, Bagby*
AMERICAN LITERATURE SINCE 1865. A continuation of English 331, covering the period from the Civil War to the present, including Whitman, Dickinson, Twain, James, Dreiser, Frost, Stevens, and Bellow. Prerequisite: none. Offered: spring semester.

ENGLISH 224. (3) *Staff*
INTRODUCTION TO AFRO-AMERICAN LITERATURE. The works of major black American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to Afro-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: spring semester of even years.

ENGLISH 231. (3) *O'Grady*
INTRODUCTORY CREATIVE WRITING. A workshop in the craft of writing poetry and short fiction. The general approach will be to examine selected short works as models and to present copies of student writing to the

class for discussion and criticism. Prerequisite: consent of the instructor. Offered: fall semester.

ENGLISH 232. (3) *O'Grady, Schiffer*
ADVANCED CREATIVE WRITING. A continuation of English 231 with greater emphasis placed on developing an individual style in a specific genre. This workshop will also focus on writing poetry and short fiction. Prerequisite: consent of the instructor. Offered: spring semester.

ENGLISH 235. (3) *Martin*
THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

PERIOD COURSES

ENGLISH 300. (3) *Martin*
MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of the Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 301. (3) *Schiffer*
POETRY OF THE ENGLISH RENAISSANCE. A survey of non-dramatic poetry (exclusive of Milton) from the middle of the sixteenth century to the Restoration, concentrating on Sidney, Spenser, the major "metaphysical" poets, and Ben Jonson, but including some lesser writers as well. The course studies these poets in their historical and intellectual settings and considers also the new forces which led to a renaissance in English poetry. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 302. (3) *Saunders*
THE AUGUSTAN AGE. A critical study of

the major writers of the eighteenth century, particularly Pope, Swift and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 303. (3) *Bagby*
THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Prerequisite: none. Offered: fall semester of even years.

ENGLISH 304. (3) *Saunders*
VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Carlyle, Darwin, Mill, and Arnold; and it peeks into the prose fiction of at least one significant Victorian novelist—probably Dickens. Prerequisite: none. Offered: fall semester of even years.

GENRE COURSES

ENGLISH 311. (3) *Simpson*
EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition starts with a brief glance at the classical epic and then focuses on epic writing in English and American literature. Readings may include *Beowulf*, *Morte D'Arthur*, *Paradise Lost*, *Moby-Dick*, and selections from heroic poems. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 313. (3) *Staff*
ENGLISH DRAMA. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisite:

none. Offered: on sufficient demand.

ENGLISH 314. (3) *Simpson*
MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 316. (3) *Bagby*
MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, and Ammons. It is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 317. (3) *Simpson, Saunders*
ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Brontë sisters, Dickens and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 318. (3) *Simpson*
MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

SINGLE-AUTHOR COURSES

ENGLISH 330. (3) *Martin*
CHAUCEER. *The Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 333-334. (3-3) *Schiffer*
SHAKESPEARE. The early comedies, histo-

ries, and tragedies; the sonnets; and *Venus and Adonis* and *The Rape of Lucrece* are treated in first semester. The later histories, the "problem plays," the great tragedies, and the romances are read in second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3) *Schiffer*
MILTON. A study of Milton's poetry, with emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 337. (3) *Saunders*
DICKENS. A study of Dickens' novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens' humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) will be read throughout the semester in its serial parts. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 338. (3) *Simpson*
FAULKNER SEMINAR. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: consent of instructor. Offered: spring semester of odd years.

ENGLISH 339. (3) *Martin*
HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 401. (3) *Brinkley*
HISTORY OF THE ENGLISH LANGUAGE. A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 211-212 is strongly recommended. Offered: fall semester of odd years.
 SEE ALSO Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 405. (3) *Deis, Frye*
LITERARY CRITICISM. A study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: on sufficient demand.

FINE ARTS

Professor Emeritus Thompson; Professor Coy; Associate Professor Kidd; Assistant Professor Lewis

FINE ARTS 101. (1) *Kidd*

MUSIC READING AND SINGING. The purpose of this course is to teach the ability to read music. To that end, two coordinated systems will be applied in all in-class drill and practice: the movable-do system of solmization to aid in recognition of pitch, and the English system of chanted and sung rhythmic syllables to aid in recognition of rhythmic patterns. Students will practice reading music in both treble and bass clefs. Music reading ability will be developed and practiced by singing a set of reading exercises of graded difficulty and appropriate pieces from the choral literature. Fundamentals of singing will also be studied and applied, including principles of good posture, breathing, tone quality and intonation. When appropriate, works prepared in class will be performed in public at the end of the semester. Prerequisite: none. Offered: every semester.

FINE ARTS 103. (3) *Kidd*

INTRODUCTION TO MUSIC LITERATURE. This course examines music in its historical and cultural context through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: fall semester.

FINE ARTS 105. (3) *Staff*

INTRODUCTION TO THE VISUAL ARTS. An introductory course in art appreciation, involving study and analysis of the various visual arts and their historical and contemporary relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none. Offered: fall semester.

FINE ARTS 201-202. (3-3) *Thompson*

THE HISTORY OF THE FINE ARTS. This course is designed to promote the enjoyment of the fine arts — painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern languages is useful as background infor-

mation but is not a requirement. Fine Arts 202 may include a spring trip to the Washington galleries. Not open to freshmen. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

FINE ARTS 206. (3) *Thompson*

WESTERN ART OF THE 19TH AND 20TH CENTURIES. The painting, sculpture, and architecture of Europe and the Americas in the modern age. Not open to freshmen. Prerequisite: Fine Arts 202 or equivalent. Offered: on sufficient demand.

FINE ARTS 207. (3) *Coy*

INTRODUCTION TO THEATRE. This course is designed for students interested in understanding plays in the context of theatre history and of performance circumstances. Previous theatrical experience is desirable but not necessary. Plays to be read will be drawn from various periods of history and types of drama, from the Greeks to the Theatre of the Absurd. Scenes may be performed, with the emphasis upon interpretation rather than mechanics or technique. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3) *Kidd*

FUNDAMENTALS OF MUSIC THEORY. These courses are designed to aid in the understanding of the fundamentals of music as well as in developing elementary analytical skills followed by application through synthesis (writing and singing). Among topics to be covered: fundamentals, harmonic functions, counterpoint, small-musical forms, compound forms, sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212 is an advanced continuation of 211. Prerequisite: Fine Arts 103 or permission of the instructor. Offered: 211 in the fall semester, 212 in the spring semester.

FINE ARTS 215. (3) *Staff*

BEGINNING DRAWING. The development of drawing skills based upon elements and concepts of art. A studio course. Prerequisite: none. Offered: fall semester.

FINE ARTS 217. (3) *Staff*

BEGINNING PAINTING. An introduction to concepts, methods, and techniques of paint-

ing, utilizing various media and surfaces. A studio course. Prerequisite: none. Offered: fall semester.

FINE ARTS 302. (3) *Kidd*

TOPICS IN MUSIC HISTORY. This course will go into considerable depth in the selected topic(s) for the particular semester, i.e., song, instrumental music, choral music, opera, musical theatre, jazz, etc. The study will be analytical (aural and visual) with some individual research and analysis and several written reports of observations and findings. Prerequisite: Fine Arts 103 and 211 or permission of instructor. Offered: spring semester.

FINE ARTS 321. (3) *Coy*

THEORY AND PRACTICE OF THEATRE. The first portion of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the works of Stanislavsky and Brecht. The final weeks of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design and playwriting. Prerequisite: Fine Arts 207 or consent of the instructor. Offered in both fall and spring semesters.

HISTORY

Professors Heinemann, Laine, Simms; Associate Professor Fitch; Assistant Professor Prazniak; Visiting Assistant Professor Pilkington

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 499. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history. In addition, any one course (3 hours) in each of the fields of Political Science, Economics, and Philosophy is required.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485, 490.

HISTORY 101-102. (3-3) *Laine, Pilkington, Prazniak, Simms*

WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Western Man 101-102. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3) *Fitch, Heinemann, Pilkington*

UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 201-202. (3-3) *Laine*
ENGLAND AND THE BRITISH EMPIRE.

The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3) *Simmis*

RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Open only to juniors and seniors, or with the permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3) *Prazniak*

EAST ASIAN SURVEY. The impact of the West on East Asia and the resulting response of Asia to Western invasion. Special emphasis is given to China — the influence of traditional Chinese civilization on surrounding countries, the growth of nationalism in China, the Japanese invasion of China, and the rise to power of the Chinese Communists. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 211. (3) *Fitch*

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none.

HISTORY 212. (3) *Fitch*

THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and

the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3) *Heinemann*
CIVIL WAR AND RECONSTRUCTION.

The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3) *Heinemann*

MODERN AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 280. (3) *Heinemann*

CIVIL WAR FIELD TRIP. A study of the tactics and strategy adopted and the influence of terrain in the eastern theater of the Civil War, with special emphasis on the life of the ordinary soldier as well as the characters of the prominent generals. Following some preliminary reading and classroom work, the class will take a ten-day tour of the eastern battlefields, camping out where possible. Prerequisite: none. Offered: spring short term on sufficient demand.

GREEK HISTORY 301. (3) *See Classical Studies.*

ROMAN HISTORY 302. (3) *See Classical Studies.*

HISTORY 304. (3) *Laine*

MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the con-

flict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306 (3) *Simms*

TWENTIETH CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930's, and World War II. This course will utilize lectures, classroom discussions, and several films. Permission of instructor required. Offered: spring semester.

HISTORY 313. (3) *Fitch*

HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interests as America experienced the transition from a small power to great power status. Prerequisite: none.

HISTORY 315-316. (3-3) *Fitch*

AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of these ideas upon institutions and values. Specific topics will be chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3) *Heinemann*

THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 318. (3) *Heinemann*

BLACK AMERICA. A study of the Negro's contribution to American history and culture,

both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none.

HISTORY 407. (3) *Laine*

TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of instructor. Not offered 1987-88.

HISTORY 408. (3) *Laine*

THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisites: open to seniors; juniors with permission of instructor. Not offered 1987-88.

HISTORY 411. (3) *Simms*

RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected will have particular significance to the history of a given period, i.e., how it both reflects and affects the basic themes of Russian history. Prerequisite: History 203 or History 204 or permission of instructor. Not offered in 1987-88.

HISTORY 412. (3) *Heinemann*

STUDIES IN TWENTIETH CENTURY AMERICA. A seminar investigating selected topics in twentieth century American life and politics, utilizing readings, student papers, and class discussions. Open to juniors and seniors. Prerequisite: none.

HISTORY 499. (3)

Staff

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings; to make occasional oral reports on specific topics; and to write a number of analytical essays of short to moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior history majors. Prerequisites: Students who enroll in a European 499 should normally have completed History 101-102; students who enroll in an American 499 should normally have completed a 100 or 200 level course covering at least part of the time-frame or subject of the colloquium. Among topics covered in the Asian Colloquium: Communism in China; in the European Colloquium: war and society, Henry VIII and the Reformation, Nazism: historical and religious dimensions; and in the American Colloquium: studies in Revolutionary America, leadership in the twentieth century, and the Vietnam War.

HISTORY 500. (3)

Staff

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History department in selecting, researching, and writing his essay. Prerequisite: History 499.

tory course. After taking History 499 by the fall of his senior year and receiving a grade no lower than a B+, he enrolls in History 500. The Honors Council and History Department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than a B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the History Department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his history courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300 or 400 level his-

HUMANITIES

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion

The requirement for the Humanities major, including the distribution requirement in the Humanities division and the foreign language proficiency requirement, is 60 semester hours' work, as follows:

- a) *English (200 level and above)* 12 semester hours
- b) *Foreign Languages (200 level and above, in two languages, one ancient, one modern)* 18 semester hours
- c) *Philosophy 301-302* ... 6 semester hours
- d) *Fine Arts 201-202 or 103 or 211-212 or 302* 6 semester hours
- e) *History* 9 semester hours
 - Ancient, 3 semester hours*
 - Medieval, 3 semester hours*
 - Additional, 3 semester hours*
- f) *Advanced English, Foreign Language, Philosophy, or thesis* 3 semester hours
- g) *Electives in the Humanities* 6 semester hours

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES 465. (3)
S.V. Wilson

AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security in the closing years of the 20th century. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal arts education. Extensive use is made of the case study approach for illustrative purposes. Each student will be required to prepare and present an intelligence analysis on a selected area of potential threat to U.S. foreign policy interests. Prerequisite: completion of the core requirements or permission of the instructor.

INTERDISCIPLINARY STUDIES 475. (3)
Barrus

LEADERSHIP. This course analyzes the nature, methods, and problems of leadership. It considers the political, psychological, and moral foundations and social and historical determinants of effective leadership, and evaluates the qualities of mind and character of successful leaders past and present. The course draws from the analytic approaches to the subject of leadership in the disciplines of political science, history, and psychology. It examines treatments of leadership in literature. It focuses on leadership in democratic societies, with particular emphasis on examples of leadership in American political and military history. Case studies are drawn from contemporary problems of leadership in business and politics. Prerequisite: completion of the core requirements or permission of the instructor. Offered: fall semester.

INTERSCIENCE

Faculty of the Departments of Biology, Chemistry, Mathematics, and Physics

Students may satisfy the requirements for the Interscience major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

Biochemistry

BIOCHEMISTRY-MOLECULAR BIOLOGY:

Three of the following four courses: Biology 311 (Genetics), Biology 332 (Cell Physiology), Chemistry 311 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cytology), 220 (Microbiology), 400 (General Biological Science), 311 (Genetics), 332 (Cell Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 101-102-151-152 (Concepts and Laboratory), 201-202-251-252 (Organic and Laboratory), 301 (Physical Chemistry I). Total: 19 hours.

OTHER: Physics 111-112-151-152 (General and Laboratory); Mathematics 101 (Calculus I). Total: 12 hours.

Biophysics

BIOLOGY: 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

PHYSICS: 111-112-151-152 (General Physics and Laboratory), 215-216-261-262 (Electronic Instrumentation), 213 (Radiation Physics), 211 (Computer-Based Physics), 304 (Optics). Total: 24 hours.

OTHER: Chemistry 101-102-151-152 (Concepts and Laboratory); either Chemistry 201-251 (Organic) or Mathematics 101 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherence of the course of study.

Mathematics-Physics

MATHEMATICS: 101 (Calculus I), 102 (Calculus II), 201 (Linear Algebra), and three hours at the 200 level or above. Total: 15 hours.

COMPUTER SCIENCE: 221 (Fortran Programming), 222 (Advanced Fortran Programming), and six hours at the 300 level or above. Total: 12 hours.

PHYSICS: 111-112-151-152 (General and Laboratory); 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 104-144 (Basic Linear and Laboratory) or 215-261 (Principles of Electronic Instrumentation and Laboratory); and eight hours at the 200 level or above. Total 25 hours.

Other Interscience Programs

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 202 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the following distribution requirements: a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

INTRODUCTORY HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

HONORS 101. (3)*Staff*

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall semester.

HONORS 102. (3)*Staff*

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: spring semester.

MATHEMATICS AND COMPUTER SCIENCE

Professors Gaskins, Mayo; Associate Professors Bryce, Koether, Pelland; Assistant Professor Berman; Lecturer Coben

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 101, 102, 201, 202, 301, 303, and 5 electives at or above the 200 level. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive applications of mathematics.

Forty-four hours are required for a major in mathematics and computer science: Mathematics 101, 102, 201, 202, 210, and 303; Computer Science 221, 222, 321, 322, 421, 422; and one elective chosen from the following list: Mathematics 203, 304, 308, 309, 310. In addition, Mathematics 301 is strongly recommended, especially for students considering graduate work in computer science. Students interested in majoring in mathematics and computer science are advised to consult with the department no later than the end of their freshman year.

MATHEMATICS 100. (4)*Staff*

AN INTRODUCTION TO THE MATHEMATICAL SCIENCES. The elements of computing, elementary functions, and the fundamentals of algebra and arithmetic. Students will write programs in BASIC to illustrate fundamental principles and accordingly prepare themselves for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in mathematics or computer science. Prerequisite: consent of the department. Offered: each semester.

MATHEMATICS 101. (4)*Staff*

CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 102. (4)*Staff*

CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, plane curves, and polar coordinates. Prerequisite: Math 101 or the equivalent. Offered: each semester.

MATHEMATICS 103. (4) *Staff*
STATISTICS. Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 104. (4) *Staff*
FINITE MATHEMATICS WITH CALCULUS. Matrix arithmetic, linear programming, mathematics of finance, and an introduction to differential calculus, with motivating examples and applications from business management. A student who has passed (or is currently enrolled in) Math 201 cannot receive credit for Math 104. Prerequisite: none. Offered: each semester.

MATHEMATICS 201. (4) *Staff*
LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Math 102. Offered: fall semester.

MATHEMATICS 202. (4) *Staff*
CALCULUS III. Vector analysis on curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Math 201. Offered: spring semester.

MATHEMATICS 203. (4) *Staff*
STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Math 103 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 204. (4) *Staff*
OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 201. Offered: on sufficient demand.

MATHEMATICS 205. (3) *Staff*
AN INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian

mathematics, through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 102 or consent of the instructor. Offered: on demand.

MATHEMATICS 207. (3) *Staff*
DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Math 202 or consent of the instructor. Offered: on demand.

MATHEMATICS 210. (4) *Staff*
DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. An introduction to the discrete mathematics most useful in computing and computer science. Topics introduced include: set theory, mathematical logic, graph theory, and combinatorics. Prerequisite: Math 201. Offered: spring semester.

MATHEMATICS 301-302. (3-3) *Staff*
ADVANCED CALCULUS. Further investigations of the calculus of one and several real variables. Continuity, uniform convergence, differentiation, integration, implicit function theorems, line and surface integrals, classical theorems of vector analysis. Prerequisite: Math 202. Offered: 301 in the fall semester; 302 on demand.

MATHEMATICS 303-304. (3-3) *Staff*
ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Math 201. Offered: 303 in the fall semester; 304 on demand.

MATHEMATICS 305. (3) *Staff*
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 306. (3) *Staff*
TOPOLOGY. Elementary topological concepts. Prerequisite: Math 202. Offered: on sufficient demand.

MATHEMATICS 307. (3) *Staff*
ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 308. (3) *Staff*
NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisite: Math 201. Offered: spring semester of even years.

MATHEMATICS 309. (3) *Staff*
APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Math 202 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 310. (3) *Staff*
PROBABILITY AND STATISTICS. Probability models, moment generating functions, limit theorems, and estimation. Prerequisite: Math 202. Offered: fall semester of odd years.

MATHEMATICS 311. (3) *Staff*
COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Math 301. Offered: on sufficient demand.

MATHEMATICS 361. (3) *Staff*
AN INTRODUCTION TO THE FOUNDATIONS OF MATHEMATICS. Mathematical logic: the propositional and predicate calculi. First-order theories (elementary arithmetic, first-order set theory). Foundational problems and philosophies: logical and set-theoretic paradoxes and approaches to their resolutions. Goedel's incompleteness theorems. Prerequisites: Mathematics 301 and 303 or consent of instructor. Offered: on sufficient demand.

MATHEMATICS 401-402. (3-3) *Staff*
REAL ANALYSIS. Introduction to the theory of real functions, Lebesgue measure and integration, and related topics. Prerequisites: Math 301 and 302. Offered: on sufficient demand.

MATH 461 (3) *Staff*
HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor and ordinarily continuing in Mathematics 462. Prerequisite: consent of the instructor. Offered: on demand.

MATH 462 (3) *Staff*
HONORS IN MATHEMATICS. Continuation of 461. Prerequisite: Math 461 and consent of the instructor. Offered: on demand.

COMPUTER SCIENCE 121. (3) *Staff*
AN INTRODUCTION TO COMPUTING. A project-based introduction to algorithms and useful software packages on both micros and mainframe. Students will write algorithms in a high-level language, and will complete a term report on a computing issue. A student cannot receive credit for Computer Science 121 if he has passed Computer Science 221 or its equivalent. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 221. (3) *Staff*
FORTRAN PROGRAMMING. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs in the FORTRAN language. Problem solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 222. (3) *Staff*
ADVANCED FORTRAN PROGRAMMING. A continuation of Computer Science 221 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. A student project is required. Prerequisite: Computer Science 221. Offered: spring semester.

COMPUTER SCIENCE 231. (3) *Staff*
COBOL. Structured programming in COBOL. Students will undertake one or more large group projects. Prerequisite: Computer Science 121 or 221. Offered: spring semester of odd years.

COMPUTER SCIENCE 321. (3) *Gaskins*
INFORMATION STRUCTURES. A study of

data structures including strings, lists, queues, and graphs. Efficiencies of information storage and retrieval are emphasized. Various methods for the sorting and searching of information from large files and databases are investigated. Prerequisite: Computer Science 222. Offered: fall semester of odd years.

COMPUTER SCIENCE 322. (3) *Gaskins*
ADVANCED INFORMATION STRUCTURES AND PROGRAMMING LANGUAGES. A continuation of Computer Science 321 with emphasis on the integration of different types of structures into a single information system design. Advanced programming structures available in languages such as ADA, APL, P1/1, and SNOBOL are investigated. A group project of major proportion in which teams of three or four students cooperate to prepare a complete design document ready to hand to a programmer is required. Prerequisite: Computer Science 321. Offered: spring semester of even years.

COMPUTER SCIENCE 323. (3) *Staff*
COMPUTABILITY, AUTOMATA, AND FORMALIZED LANGUAGES. Models of computation: capabilities and limitations. Turing machines, recursive functions, restricted PASCAL programs, lambda-definable functions, finite-state machines. Theory of grammars and formalized languages. The Chomsky hierarchy. Recursively solvable and unsolvable problems. Prerequisite: Computer Science 322 and Mathematics 303, or consent of instructor. Offered: on sufficient demand.

COMPUTER SCIENCE 421. (3) *Gaskins*
ASSEMBLY LANGUAGE PROGRAMMING. Programming applications which reflect the machine architecture of available computing systems are emphasized. Interfacing assembly and FORTRAN programs are discussed. Prerequisite: Computer Science 222. Offered: fall semester of even years.

COMPUTER SCIENCE 422. (3) *Gaskins*
SYSTEMS PROGRAMMING. A continuation of Computer Science 421 but with emphasis on the design and construction of operating systems. Topics include batch processing, multiprogramming, multiprocessor, virtual and real-time systems. A term paper

presenting an in-depth study of an operating system is required. Prerequisite: Computer Science 421. Offered: spring semester of odd years.

MODERN LANGUAGES

Professors Silveira, Farrell, Jagasich; Associate Professor M. Wilson; Assistant Professor Kline; Lecturer S. Wilson

The requirements for a major in French, German, or Spanish are 18 hours in the language including 301 and a second course at the 300 level, four courses at the 400 level, and the completion of one of the following cultural or linguistic options: 1) Latin or Greek through the 102 level plus Descriptive Linguistics (Classical Studies 301) and English Etymology (Classical Studies 201); or 2) a second modern language (French, Spanish, or German) through the 202 level; or 3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. Also required are at least six hours credit from an approved host institution in a foreign country where the target language is spoken. For a concentration with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400 level.

LANGUAGE STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study but monitors closely the standards and administration of the programs to which it entrusts its students. At this writing the Department enjoys particularly close relations with the following institutions: The Institute of European studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with program centers in London, Madrid, Heidelberg, and Paris; the Franco-American Study Center, located in Normandy; and the Forspro Summer in Madrid, of which Hampden-Sydney is local representative. These programs offer supervision, coordination, structure, and compatible cost. Long experience has shown that Hampden-Sydney students find the transition comfortable from classes on this campus to those of the host institution. Since candidates for the major must present evidence of foreign study, Garlick Honoraria are offered to recognize merit, and other financial aid is available in the event of need. Credit is granted at par with other Hampden-Sydney programs, though courses

overseas must be approved in advance by the Foreign Study Committee and be consonant with Hampden-Sydney curricular philosophy.

THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for student use. The student shall give evidence of his understanding by clear response and rudimentary analysis, in the target language, to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not lead to analysis, will not be adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202. Students may, of course, take these same courses for credit toward the distribution requirement in Humanities, but they must observe the prerequisites in each case.

MODERN LANGUAGE PLACEMENT POLICY

Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 85 on the Princeton MB form; 650 on the SAT achievement test; 4 on the Advanced Placement examination. Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement. Students engaged in preparing for or satisfying the proficiency requirement will have priority space in all 100-or 200-level classes. Students will not be allowed to offer courses from other institutions against the Hampden-Sydney proficiency requirement unless they are prepared to take and pass the Princeton MB battery

with a score of 85.

FRENCH

FRENCH 101-102. (3-3) *Staff*
INTRODUCTION TO FRENCH. Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

FRENCH 201-202. (3-3) *Staff*
INTERMEDIATE FRENCH. A balanced course with emphasis on reading. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

FRENCH 301-302. (3-3) *Farrell*
MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Considerable reading. Prerequisite: French 201-202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester. Meets four times weekly.

FRENCH 305-306. (3-3) *Staff*
ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: French 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

FRENCH 307-308. (3-3) *Farrell*
MASTERPIECES OF FRENCH LITERATURE (in English). An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: French 201-202 or approval of professor. Required for the major. Offered: when possible.

FRENCH 401. (3) *Kline*
FRENCH THEATER. Survey of French drama from medieval *troupe* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

FRENCH 402. (3) *Farrell*
ADVANCED FRENCH COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes*. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

FRENCH 403. (3) *Farrell*
FRENCH POETRY. Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French verse. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

FRENCH 404. (3) *Kline*
FRENCH NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the

GERMAN

GERMAN 101-102. (3-3) *Staff*
INTRODUCTION TO GERMAN. A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

GERMAN 201-202. (3-3) *Staff*
INTERMEDIATE GERMAN. A review of grammar will be covered. Oral practice based on readings from various types of material

will be emphasized. Elements of composition taught. Students will be encouraged to perform a play as well as report on individual outside reading. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

GERMAN 301-302. (3-3) *Jagasic*
SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite: German 201-202, or its equivalent. Offered: on sufficient demand.

GERMAN 307-308. (3-3) *Farrell*
SURVEY OF GERMAN LITERARY FORMS IN ENGLISH TRANSLATION. First semester will offer study of texts from the Teutonic epic to *Faust, Erster Teil*. Second semester will begin with Goethe's *Werther* and continue through Gunther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Does not count toward major. Offered: when possible.

GERMAN 401. (3) *Jagasic*
GERMAN THEATER. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Burgersatire* and *Horspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

GERMAN 402. (3) *Jagasic*
ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; vocabulary acquisition and stylistics incorporated in the program. Linguistic approach. Conducted in major language. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

GERMAN 403. (3) *Jagasic*
GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metric variations. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

GERMAN 404. (3) *Jagasic*
GERMAN NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

RUSSIAN

RUSSIAN 101-102. (3-3) *Jagasic*
INTRODUCTORY RUSSIAN. Basic writing and reading skills are taught. Grammatical concepts are explained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

RUSSIAN 201-202. (3-3) *Jagasic*
INTERMEDIATE RUSSIAN. Advanced grammar to be taught while translating more difficult reading material coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent.

SPANISH

SPANISH 101-102. (4-4) *Staff*
INTRODUCTION TO SPANISH. The elements of grammar, composition, and pronunciation. Laboratory. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

SPANISH 201-202. (4-4)

Staff

INTERMEDIATE SPANISH. Review of grammar, oral practice based on readings from Spanish and Spanish-American writers will be emphasized. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

SPANISH 301-302. (3-3)

M. Wilson

MASTERPIECES OF SPANISH LITERATURE. A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete, representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 301 in the fall semester; 302 in the spring semester.

SPANISH 305-306. (3-3)

Silveira

ADVANCED CONVERSATION AND COMPOSITION. An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study or to supplement career goals in the world. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

SPANISH 401. (3)

M. Wilson

LATIN-AMERICAN PROSE. A seminar in the evolution of Latin-American narrative and expository forms, from Fernandez de Lizardi's *Periquillo Sarmiento*, following the currents of fiction and non-fiction, including the non-poetical theater, to the modern *novela* of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall 1986.

SPANISH 402. (3)

M. Wilson

LATIN-AMERICAN POETRY. A seminar

in the evolution of verse forms in Latin-American literature, from the spontaneous and indigenous forms like the *popol vuh* to the freer parabolic poetry of the *modernistas*. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring, 1986.

SPANISH 403. (3)

Silveira

PENINSULAR GENRES BEFORE THE XVIIIITH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall, 1986.

SPANISH 404. (3)

M. Wilson

PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: when possible.

SPANISH 407. (3)

Silveira

THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: when possible.

SPANISH 408. (3)

Silveira

THEATER OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderón, and their epigones. Considerable read-

ing. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: when possible.

PHILOSOPHY

Associate Professor Iverson; Assistant Professor Nelson

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 15 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

PHILOSOPHY 201. (3) *Iverson*

LOGIC. An introduction to the skills and practice of critical reasoning which includes argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3) *Nelson*

PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of some specific philosophical problems such as the existence of God, the rationality of religious belief, the nature of moral reasoning, and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3) *301: Iverson
302: Nelson*

HISTORY OF PHILOSOPHY. A study of the major thinkers of Western thought from the Greeks to the nineteenth century, with attention given to their cultural context. First semester: classical and medieval; Second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3) *Nelson*

CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION. A survey of the major 20th century American and British philosophers: beginning with the revolt against Idealism, proceeding through Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, concluding with a summary of recent development in "Analytic Philosophy." Prerequisite: Philosophy 302.

PHILOSOPHY 304. (3) *Nelson*

ETHICS. An examination of the major challenges to normative ethical theory as well as the major approaches to normative ethical

theory, including classical and contemporary sources. Prerequisite: none, but Philosophy 201 or 202 strongly recommended. Offered: fall semester.

PHILOSOPHY 306. (3) *Nelson*
SOCIAL PHILOSOPHY. An examination of the major theories of distributive justice, including the libertarian, liberal, and socialist conceptions. (Consideration of practical problems in light of these alternative conceptions, if time permits.) Prerequisite: Philosophy 304 strongly recommended. Offered: spring semester.

PHILOSOPHY 307. (3) *Iverson*
PHILOSOPHY OF RELIGION. A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy or Religion courses. Offered: fall semester of odd years.

PHILOSOPHY 308. (3) *Iverson*
CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY. A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

PHILOSOPHY 310. (3) *Staff*
ETHICS OF HEALTH CARE. This course will deal with certain normative ethical and social issues in health care. The course will involve the application of philosophical analysis and value theory to issues of public policy such as the allocation of medical resources and the nature of health care delivery systems and also to specific ethical issues such as human experimentation, behavior-control, abortion, and euthanasia. Prerequisite: 302 or 304.

PHILOSOPHY 312. (3) *Staff*
PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: consent of the instructor. Offered: on sufficient demand.

PHILOSOPHY 380. (3) *Iverson*
MARX AND THE MARXIST TRADITION. A study of the development of the philosophical ideas of Marx and their conti-

nuation in the Marxist traditions. Prerequisite: 3 hours of Philosophy or Political Science. Offered: spring semester of even years.

PHILOSOPHY 401. (3) *Nelson*
POLITICAL PHILOSOPHY AND BUSINESS ETHICS. An attempt to integrate an understanding of the institutional structures within which business decisions are made and a grounding in the principles of ethics, and to apply these broad perspectives in analyzing and agonizing over specific business decisions. The objective will be to explore the perspectives of both economics and ethics, in the abstract and also as they are relevant in examining actual cases of business choice. Required: Economics 101 and one 200-level Economics course as well as Philosophy 202 and at least one course in ethics, religious or philosophic. This course is to be taken by senior Hobbie Scholars and is open to others with permission of the instructor.

PHYSICAL EDUCATION

No hours of credit in Physical Education are allowed toward the satisfaction of the 120 hours required for a degree.

PHYSICAL EDUCATION 301. (2) Staff
PREVENTION AND CARE OF
ATHLETIC INJURIES. A general study of prevention, emergency care, treatment and rehabilitation of athletic injuries. Laboratory experience in taping, wrapping, and treatment. Scientific basis of conditioning, training, as well as psychogenic factors involved in athletics and sports medicine will be studied. Students will be required to gain 20 hours of practical laboratory experience either assisting the Head Trainer in the training room or at selected varsity practice sessions. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

PHYSICAL EDUCATION 302. (2) Staff
TECHNIQUES OF COACHING. A comprehensive study of principles, theory, methods, and techniques of coaching, officiating, and administering organized sports programs. Emphasis is given to basketball, baseball, football, golf, lacrosse, soccer, tennis, and wrestling. Attendance at selected varsity practice sessions and games is required. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

PHYSICS

Professors Beard, Joyner, Mayo, Kiess; Associate Professor Riley; Visiting Assistant Professor Aung

The requirements for a major in physics are a minimum of 33 hours in physics, including Physics 351, 352, and at least three additional courses in physics at the 200 or 300 level. Mathematics 101-102 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should take Physics 201, 202, 301, 302, 303, 304, 401, 402.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should take 103, 104, 211, 213, 215, 261, 304.

Students who desire Electronics Engineering/Engineering Physics should take 103, 104, 111, 112, 121, 122, 202, 213, 215, 221, 261 and selected advanced courses.

Students who want a concentration in Electronics/Management Economics should consult the chairman of the Physics Department for requirements.

PHYSICS 103. (3) Beard
BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

PHYSICS 104. (3) Beard
BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on sufficient demand.

PHYSICS 105. (3) Aung
MODERN ASTRONOMY. An examination of topics selected from modern astronomy. Most selections will deal with objects located outside the solar system. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 145. Offered: each semester.

PHYSICS 107. (3) *Beard*

PHYSICS OF SOUND AND WAVE

MOTION. A laboratory-based study of sound and wave motion. Topics include the origin, transmission, and perception of pure tones, complex tones, and musical sound. Emphasis is placed on laboratory investigations employing the microcomputer, synthesizer, and other electronic instruments. Prerequisite: none. Corequisite: Physics 147. Offered: on demand.

PHYSICS 108. (3) *Kiess*

METEOROLOGY. An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Corequisite: Physics 148. Offered: each semester.

PHYSICS 109. (3) *Joyner*

MODERN WEAPONRY. A study of the basic physics of beam weapons, kinetic energy weapons, and nuclear weapons. Potential military applications will be outlined, and the economics of these weapons will be considered. Near-future developments will be assessed, and likely battle management scenarios addressed. Prerequisite: none. Corequisite: Physics 149. Offered: fall semester.

PHYSICS 110. (3) *Joyner*

ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: spring semester.

PHYSICS 111-112. (3-3) *Staff*

GENERAL PHYSICS. A survey of classical and modern physics. This sequence is open to all qualified students, and it is recommended for those majoring in science and for those who plan to apply to medical school. (Those majoring in mathematics or natural science should note also the course description under Physics 121-122.) Corequisite: Physics 151-152. Offered: 111 in the fall semester; 112 in the spring semester.

PHYSICS 121-122. (1-1) *Staff*

PROBLEMS IN GENERAL PHYSICS.

A study of selected topics in general physics. Offered: 121 in the fall semester; 122 in the spring semester.

PHYSICS 132. (3) *Staff*

MEDICAL PHYSICS. This course provides an elementary introduction to the applications of physics to the diagnosis and treatment of disease. Current uses of x-rays, ultrasound, elementary particles and magnetic fields will be explored. Topics will include computed tomography, radiation therapy, nuclear medicine, Doppler ultrasound, and magnetic resonance. Prerequisite: Physics 111-112. Offered: on sufficient demand.

PHYSICS 143. (1) *Beard*

LABORATORY.

Accompanies Physics 103. Prerequisite: none. Corequisite: Physics 103. Offered: fall semester.

PHYSICS 144. (1) *Beard*

LABORATORY.

Accompanies Physics 104. Prerequisite: none. Corequisite: Physics 104. Offered: on demand.

PHYSICS 145. (1) *Staff*

ASTRONOMY LABORATORY. Includes exercises requiring the identification of stars and constellations as well as the observation of astronomical objects with a telescope. Corequisite: Physics 105. Offered: each semester.

PHYSICS 147. (1) *Beard*

LABORATORY.

Accompanies Physics 107. Prerequisite: none. Corequisite: Physics 107. Offered: spring semester.

PHYSICS 148. (1) *Kiess*

METEOROLOGY LABORATORY.

Accompanies 108. Prerequisite: none. Corequisite: Physics 108. Offered: each semester.

PHYSICS 149. (1) *Joyner*

WEAPONS LABORATORY. Experiments will concentrate on kinetic energy projectiles, radiation properties, and laser beam characteristics. Prerequisite: none. Corequisite: Physics 109. Offered: fall semester.

PHYSICS 150. (1) *Joyner*
LABORATORY. Accompanies Physics 110.
 Prerequisite: none. Corequisite: Physics 110.
 Offered: fall semester.

PHYSICS 151-152. (1-1) *Joyner, Beard*
GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Prerequisite: none. Corequisite: Physics 111-112. Offered: 151 in the fall semester; 152 in the spring semester.

PHYSICS 201. (3) *Joyner*
MECHANICS. Particle dynamics is treated with particular emphasis on harmonic motion, motion in a central force field, and the two body problem. Prerequisite: Physics 111. Offered: fall semester.

PHYSICS 202. (3) *Joyner*
ELECTRICITY AND MAGNETISM. A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations. Prerequisites: Physics 112 and 201. Offered: spring semester.

PHYSICS 211. (4) *Staff*
COMPUTER-BASED PHYSICS. A quantitative study of the motion of several of the following: projectiles, satellites, waves, sound, and heat. Prerequisite: Mathematics 101 and 102, Physics 111, and a working knowledge of one programming language. Offered: on sufficient demand.

PHYSICS 213. (3) *Joyner*
RADIATION PHYSICS. A study of nuclear physics, radioactivity, tracer techniques, medical and biological effects of radiation, and radiation instrumentation. Two lectures and one morning lab. Prerequisite: Physics 112. Offered: on sufficient demand.

PHYSICS 215. (3) *Joyner*
PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Prerequisite: none. Corequisite: Physics 261. Offered: spring semester.

PHYSICS 221. (3) *Kiess*
ELECTRIC CIRCUITS. A study of direct, alternating, and transient circuits. Linear algebra and calculus will be utilized to design and analyze various types of circuits. Prerequisite: Math 102. Offered: spring semester.

PHYSICS 261. (1) *Joyner*
BASIC ELECTRONICS LABORATORY. Accompanies Physics 215. Prerequisite: none. Corequisite: Physics 215. Offered: spring semester.

PHYSICS 301-302. (3-3) *Aung*
MODERN PHYSICS. The physical foundations of the quantum theory are studied. Schroedinger's equation is introduced and used to analyze elementary aspects of the atomic nucleus and the solid state. Prerequisites: Mathematics 201-202; Physics 201-202. Offered: 301 in the fall semester of odd years; 302 in the spring semester of even years.

PHYSICS 303. (3) *Kiess*
THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: none. Offered: fall semester.

PHYSICS 304. (3) *Kiess*
WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: none. Offered: spring semester.

PHYSICS 351-352. *Staff*
ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 361-362. (4-4) *Beard*
MICROCOMPUTER INTERFACING. Topics studied include the acquisition, processing, and transmission of data associated with various laboratory experiments. The techniques used include both programming (primarily in assembly language), and the construction and interfacing of electronic circuits. Prerequisite: Physics 103.

POLITICAL SCIENCE

PHYSICS 385. (1) *Staff*
INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors Research project will be prepared in consultation with the faculty member who will supervise the research. Prerequisite: Consent of the instructor.

PHYSICS 401-402. (3-3) *Kiess*
THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques; mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 201-202 and consent of instructor; Mathematics 201-202. Offered: 401 in the fall semester of even years; 402 in the spring semester of odd years.

PHYSICS 461. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended project, developed in Physics 385, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3) *Staff*
HONORS ADVANCED LABORATORY. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

Adjunct Professor S. V. Wilson; Associate Professor Marion; Assistant Professors Barrus, Pontuso; Lecturer McClain

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, 200, 205, 410, 430, eighteen to include Political Science 101, and either 310, 311, or 312. Students majoring in political science are encouraged to take at least six hours of American or European history as well as course work in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

POLITICAL SCIENCE 101. (3) *Marion*
INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) *Marion*
PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of the American republic. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and American politics, representation, and the effects of the commercial spirit on the republic. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 200. (3) *Barrus*
INTRODUCTION TO COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The intention is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism:

its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 205-206. (3-3) *Barrus*
INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Particular attention is given to the United States and the Soviet Union. Prerequisite for 205: none; for 206: Political Science 205 or permission of the instructor. Offered: 205 in the fall semester; 206 in the spring semester.

POLITICAL SCIENCE 310. (3) *Pontuso*
EARLY MODERN POLITICAL PHILOSOPHY. An examination of Machiavelli, Hobbes, Locke, and Rousseau. The emphasis is on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of even years.

POLITICAL SCIENCE 311. (3) *Pontuso*
MODERN POLITICAL PHILOSOPHY. An examination of political philosophy in the modern period. Emphasis is placed on Burke, Hegel, Mill, Marx, and Nietzsche. The emphasis is on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: fall semester of even years.

POLITICAL SCIENCE 312. (3) *Pontuso*
AMERICAN POLITICAL THOUGHT. A survey of American political ideas and theories from the 17th century to the present, with special emphasis given to the Founding Period. Attention will be given to the writings of such thinkers as Thomas Jefferson, the Federalists, John Marshall, John C. Calhoun, Abraham Lincoln, Frederick Douglass, Oliver Wendell Holmes, Jr., Franklin Delano Roosevelt, and Felix Frankfurter. Prerequisite: none. Offered: spring semester of odd years.

POLITICAL SCIENCE 320. (3) *Barrus*
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of odd years.

POLITICAL SCIENCE 321. (3) *Barrus*
MARXIST GOVERNMENT AND POLITICS. An examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions, political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and other Marxist regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: spring semester of even years.

POLITICAL SCIENCE 322. (3) *Barrus*
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes, the United States, the Soviet Union, Japan, and the People's Republic of China. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester of even years.

POLITICAL SCIENCE 330. (3) *Marion*
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics that will be examined include the history of American public administration; the role of administrative officials in the formulation and execution of public policy; accountability and responsibility in the public sector; the politics of public budgeting; and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 331. (3) *Marion*

PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention will be given to the presuppositions underlying public policy formulation as well as the relationship of public policy to the fundamental principles of the regime. Various contemporary issues confronting the government will be used to illustrate how policy issues are framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 332. (3) *Pontuso*

THE PRESIDENCY. An examination of one of the most powerful offices in the world. Attention will be given to the creation of the American presidency; its historical development; its relations with the legislature and judiciary; and an evaluation of its compatibility with democracy. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 333. (3) *Pontuso*

THE AMERICAN LEGISLATURE. An examination of the American Congress. Attention will be given to the principles which informed its creation, such as representation and bicameralism, to the legislature's relations with the other two branches of government, and to the contemporary workings of both houses of Congress. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 340. (3) *Barrus*

AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics to be examined include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy making, the decision making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 205; or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 410. (3) *Pontuso*

CLASSICAL POLITICAL PHILOSOPHY. This course is an examination of Plato and Aristotle and of the classical tradition of political philosophy up to the Middle Ages. The

emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of odd years.

POLITICAL SCIENCE 430-431. (3-3) *Marion*

AMERICAN CONSTITUTIONAL LAW. This course examines the meaning of the American Constitution and its development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3) *Barrus*

INTERNATIONAL LAW AND ORGANIZATION. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: spring semester of odd years.

POLITICAL SCIENCE 441. (3) *Barrus*

SEMINAR IN INTERNATIONAL RELATIONS. An intense examination of critical problems in international relations. Students will engage in a research project. Prerequisite: Political Science 205 or permission of the instructor. Offered: on sufficient demand.

POLITICAL SCIENCE 442. (3) *S.V. Wilson*

ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention will be given to a review of the formulation of American foreign policy and its implementation. Consideration will also be given to responses to American foreign policy by other nation states. Offered: spring semester.

PSYCHOLOGY

Professors Ortner, DeWolfe; Associate Professors Harrell, Herdegen

A total of thirteen courses in Psychology is required for a major. These courses must include Introduction, Quantitative Methods, Experimental I, Experimental II, Physiological Psychology, and History and Systems. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 201. (3) *Harrell, Herdegen, DeWolfe*

INTRODUCTION TO PSYCHOLOGY. This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. No prerequisites. Offered: each semester.

PSYCHOLOGY 203. (3) *Ortner*

QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including nonparametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Prerequisite: Psychology 201 or Sociology 201. Offered: each semester.

PSYCHOLOGY 301. (3) *Herdegen*

EXPERIMENTAL PSYCHOLOGY I (Introduction to Experimental Psychology). An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include: design and planning of experiments; control of variables

in research; behavioral measurement; subject selection; implementation of experiments; data analysis and evaluation; presentation of research results; ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 201, 203. Offered: each semester.

PSYCHOLOGY 302. (3) *Herdegen*

EXPERIMENTAL PSYCHOLOGY II (Advanced Experimental Psychology). This course is the logical successor to Psychology 301 and will involve the consideration of more complex experimental research designs, measurement techniques, and data analysis procedures. An important component of this course is the design and implementation of individual and/or group research projects. Prerequisites: Psychology 201, 203, 301. Offered: spring semester.

PSYCHOLOGY 303. (3) *DeWolfe*

PSYCHOLOGICAL ASSESSMENT. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 201 and 203. Offered: spring semester.

PSYCHOLOGY 304. (3) *DeWolfe*

PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches will be compared and evaluated. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 305. (3) *Herdegen*

MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 306. (3) *DeWolfe*

SOCIAL PSYCHOLOGY. The analysis of

social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 201 or Sociology 201. Offered: spring semester.

PSYCHOLOGY 307. (3) Harrell
BEHAVIORAL EFFECTS OF DRUGS.

Presentation of the procedures for developing and classifying drugs, rationales for drug taking behavior, explanation of the concepts of drug misuse, drug abuse, drug addiction, and current understandings of how drugs exert their effects. Prerequisite: Psychology 201. Recommended: Biology 101-102 or Psychology 308. Offered: on sufficient demand.

PSYCHOLOGY 308. (3) Harrell
PHYSIOLOGICAL PSYCHOLOGY.

A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Prerequisite: Psychology 201. Corequisite: Psychology 358. Recommended: Biology 101-102. Offered: on sufficient demand.

PSYCHOLOGY 309. (3) Ortnier
ABNORMAL PSYCHOLOGY. Description of abnormal behavior. Prerequisite: Psychology 201 and written consent of instructor. Offered: fall semester.

PSYCHOLOGY 310. (3) Harrell
INDUSTRIAL PSYCHOLOGY. Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 311. (3) Harrell
MANAGERIAL PSYCHOLOGY. Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisite: Psychology 201, and 310 or consent of instructor. Offered: spring semester.

PSYCHOLOGY 312. (3) Herdegen
LEARNING. The theoretical and empirical study of the acquisition, modification, and re-

tention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 201. Offered: spring semester.

PSYCHOLOGY 313. (3) Harrell

SENSATION. Major and minor sensory systems. Each sense is considered in terms of its physical stimulus, receptor system, neural structure, and psychophysical data. Basic psychophysical methods are also studied. Prerequisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

PSYCHOLOGY 314. (3) DeWolfe

DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age will be described in less detail. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 319. (3) DeWolfe

THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law, the psychology of jury selection and deliberation, the validity of eyewitness testimony, the nature and treatment of criminal offenders, and the psychology of lawyering, negotiation and conflict resolution are among its concerns. Some attention will be given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 201. Offered: fall semester of odd years.

PSYCHOLOGY 358. (1) Harrell

LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY. Laboratory exercises associated with Psychology 308. Prerequisite: Psychology 201. Corequisite: Psychology 308. Recommended: Biology 101-102.

PSYCHOLOGY 403. (3) DeWolfe

HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psy-

chology from its philosophical antecedents through the major schools of structuralism, functionalism, Behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists will be discussed. Prerequisite: Psychology 201 and five courses at the 300 level. Psychology 304 and 312 are especially recommended. Offered: fall semester.

PSYCHOLOGY 405. (3) *Ortner*
INTRODUCTION TO COUNSELING. A survey of the major theories of counseling and psychotherapy; practice in counseling according to one method. Prerequisites: Psychology 201, 309, and consent of instructor. Offered: spring of even years.

PSYCHOLOGY 409. (3) *DeWolfe*
INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisite: Psychology 201, 309. Offered: spring semester of even years.

PSYCHOLOGY 410. (3) *Staff*
PRACTICUM IN PSYCHOLOGY. Students spend one day a week or two half-days working in a state hospital or similar agency under supervision. Prerequisite: status as a senior majoring in Psychology. Offered: as staff time permits.

SOCIOLOGY 201. (3) *Ortner*
INTRODUCTORY SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: each semester.

SOCIOLOGY 302. (3) *Ortner*
SOCIOLOGY OF DEVIANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201 or consent of the instructor. Offered: fall semester of odd years.

SOCIOLOGY 303. (3) *Ortner*
SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification sys-

tems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester, on sufficient demand.

SOCIOLOGY 305. (3) *Ortner*
SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The basic principles will be illustrated by religion in traditional (*i.e.*, primitive) societies, by early Palestinian Christianity, by the Amish, the Oneida Community, the Father Divine Movement, the Shakers, Mormons, and Hutterites, and by Protestant, Catholic, and Jewish religious groups in modern America. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, will predominate. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester, on sufficient demand.

RELIGION

Professors Norment, Rogers; Associate Professor Carney; Visiting Assistant Professor Hall

The requirements for a major in Religion are 30 hours in Religion courses, including at least three courses in Biblical studies, one course in non-Christian religious tradition, and one course in Christian theology or ethics. At least one course must be at the 400 level. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

RELIGION 201. (3) *Staff*
INTRODUCTION TO THE OLD TESTAMENT (THE HEBREW SCRIPTURES). An introductory survey of Israelite origins and of the history and literature of the people of ancient Israel. Prerequisite: none. Offered: fall semester.

RELIGION 202. (3) *Staff*
INTRODUCTION TO THE NEW TESTAMENT (THE CHRISTIAN SCRIPTURES). An introductory survey of Christian origins and of the history and literature of the early Christian community. Prerequisite: none. Offered: spring semester.

RELIGION 205. (3) *Carney*
INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American traditions will be examined. Prerequisite: none. Offered: each semester.

RELIGION 285-286. (3-3) *Rogers*
TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 301. (3) *Rogers*
THE NATURE OF RELIGIOUS EXPERIENCE. In every age men and women have sought to understand the mystery of birth, the origin of good and evil, the uncertainty of suffering and death. This course is designed to investigate a variety of religious beliefs and customs to determine how peoples of every age have perceived reality at the deepest levels of their existence. In the process, a variety of critical methodologies will be utilized. Prerequisite: none, but a 200-level Religion course or Western Man 101-102 is recommended. Offered: fall semester of even years.

RELIGION 303. (3) *Rogers*
JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of even years.

RELIGION 304. (3) *Carney*
ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, *Qur'an*, Prophet, worship, law, theology, mysticism. Special attention will be paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: spring semester of odd years.

RELIGION 305. (3) *Carney*
RELIGIONS OF INDIA. A study of the religions of India and the historical and cultural context in which they developed. Special attention will be paid to Vedism, Brahmanism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of odd years.

RELIGION 306. (3) *Carney*
RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: fall semester of even years.

RELIGION 307. (3) *Norment*
RELIGION IN AMERICA. A study of the role of religion in the development of American culture, with particular attention to distinctive Christian groups and to significant trends in American Christian thought. Prerequisite: none. Offered: spring semester.

RELIGION 308. (3) *Staff*
CONTEMPORARY CHRISTIAN THEOLOGY. An introduction to the study of theology, with particular attention to important recent developments and the writings of major 20th century European and American theologians. Prerequisite: Religion 202, Western Man 101-102, or permission of the instructor. Offered: intermittently, spring semester.

RELIGION 309. (3) *Norment*
CHRISTIAN ETHICS. A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 202 is recommended. Offered: fall semester.

RELIGION 310. (3) *Rogers*
THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 201, Western Man 101, or permission of the instructor. Offered: spring semester of odd years.

RELIGION 312. (3) *Hall*
THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther,

Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of even years.

RELIGION 313. (3) *Hall*
THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark, and Luke, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 314. (3) *Hall*
THE JOHANNINE TRADITION. A study of the New Testament documents commonly associated with this tradition: the Gospel of John (the "Fourth Gospel"), the Letters of John, the Revelation (Apocalypse) of John. Principal attention will be given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 407. (3) *Norment*
RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 201, 202, or 205, or any Religion course from 301 to 314, is recommended. Offered: intermittently, either semester, or spring short term.

RELIGION 408. (3) *Rogers*
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RHETORIC

RELIGION 475. (3)

Staff

SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES. Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of the instructor). Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

Professors Farrell, Kidd, Martin, Simpson; Associate Professors Arieti, Bagby, Brinkley, Saunders, J. M. Wilson; Assistant Professor Schiffer; Visiting Assistant Professors Deis, Frye, Smith; Lecturers Hingeley, Rhoads, Cabas

RHETORIC 100. (3)

Staff

INTRODUCTION TO GRAMMAR AND COMPOSITION. A course emphasizing basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students will also develop vocabulary and reading skills. A student who has already passed Rhetoric 101 or 102 cannot receive credit for Rhetoric 100. Prerequisite: consent of the Directors of the Rhetoric Program.

RHETORIC 101-102. (3-3)

Staff

PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students will learn and practice the skills they need to write well. The course will emphasize reading, clear thinking, composing, revising, and editing and in the process prepare students for other courses that demand careful reading, thinking, and writing. The course will also provide a foundation of skills necessary to pass the Writing Proficiency Exam. Prerequisites: for Rhetoric 101, none (except for students placed in Rhetoric 100, who must pass that course before enrolling in Rhetoric 101); for Rhetoric 102, Rhetoric 101 or consent of the Directors.

RHETORIC 200. (3-3)

Staff

A combination of individual tutorial and group work, this course is designed for those students who have not passed the timed Rhetoric Proficiency Exam after three attempts or by the time they have earned their 89th hour. During the semester students will review the principles of sound argumentative prose under the tutelage of an instructor and will write three essays of 8-10 pages in length. Receiving a grade of *Satisfactory* on the three essays will constitute a demonstration of proficiency in writing and so satisfy the College's requirement.

WESTERN MAN

Professor Rogers; Associate Professors Arieti, Brinkley, Carney, Iverson; Visiting Assistant Professor Hall

The Western Man program consists of courses which bridge traditional departmental divisions and which deal with issues and with areas of knowledge of general human concern. The staff is composed of members of various Humanities and Social Sciences departments.

WESTERN MAN 101-102. (3-3) *Staff*

Western Man 101-102 is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together, and discussion sections, for which small groups meet with faculty leaders. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

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THE UNIVERSITY OF CHICAGO







Matters of Record

DEGREES AND OTHER HONORS

Awarded at Commencement, May 10, 1987

HONORARY DEGREES

DOCTOR OF DIVINITY

The Right Reverend Arthur Heath Light '51

DOCTOR OF LETTERS

William Broyles, Jr.

BACHELOR OF ARTS

Wilkins Kirby Arnall	.....	Newnan, Georgia
Peyton Wesley Artz	.....	Richmond, Virginia
Clark Mayo Barousse	.....	New Orleans, Louisiana
William Ewell Barr	..... <i>cum laude</i>	Danville, Virginia
Churchill Perkins Brown III	.....	Greensboro, North Carolina
David Christopher Brown	.....	Raleigh, North Carolina
Frederick William Bryant	.....	Richmond, Virginia
William Daniel Bunch	..... <i>cum laude</i>	Chase City, Virginia
<i>Honors in English</i>		
Frank Douglas Carr	.....	Sandston, Virginia
Robert Joseph Chase	.....	Quincy, Massachusetts
Robert Kenneth Citrone	..... <i>summa cum laude</i>	York, Pennsylvania
<i>Honors in Economics</i>		
Hollins Peel Clark	..... <i>cum laude</i>	Wilson, North Carolina
Ashby Walker Coleman	.....	Roanoke, Virginia
Eric Michael Cotts	.....	Alexandria, Virginia
Frederick Hamilton Cox III	.....	Richmond, Virginia
Stuart Shelby Cox	.....	Manchester, Ohio
Richard Waters Davis, Jr.	.....	Radford, Virginia
Wesley Eugene Dellinger	.....	Woodstock, Virginia
James David Diggs	.....	Gloucester Point, Virginia

John Tyler Dinsmore	Morgantown, West Virginia
Daniel Theodore Dougherty, Jr.	Midlothian, Virginia
Richard Watson Eggleston	Lovington, Virginia
Marshall Polk Eldred III	Louisville, Kentucky
Mark David Espigh	Richmond, Virginia
Mark James Fader	<i>cum laude</i> Timonium, Maryland
John Victor Fenice	Deer Park, New York
Dean Lloyd Firing	Roanoke, Virginia
Willie Fobbs III	Richmond, Virginia
William Purdum Frix	Danville, Virginia
Harrison Moncure Geho	Richmond, Virginia
Jeffrey William Gibson	Alexandria, Virginia
William Bagwell Goode IV	Richmond, Virginia
Daniel Taylor Gore	Midlothian, Virginia
Christopher Martin Grubbs	Richmond, Virginia
John Michael Scott Hall	Hampden-Sydney, Virginia
William David Hamaker	Midlothian, Virginia
Phillip McChonchie Heflin	Fredericksburg, Virginia
James Lewis Heiberg	Alexandria, Virginia
William Scott Heidler	Oak Brook, Illinois
William Cameron Henry, Jr.	Augusta, Georgia
Samuel Luke Hodges	Lexington, Kentucky
Gregory Sean Hoey	Baltimore, Maryland
Richard Keith Hope	Norfolk, Virginia
James Brian Jackson	<i>magna cum laude</i> Carriere, Mississippi
Richard Alan Jackson	Richmond, Virginia
Robert Hunter Jackson	Lexington, Kentucky
Jay Morton Jalenak, Jr.	Metairie, Louisiana
William Borden James	Hampton, Virginia
David Hyunin Jung	Newport News, Virginia
Brian David Keyser	Burke, Virginia
James William King, Jr.	Burkeville, Virginia
Patrick Howard Kirchmier	Richmond, Virginia
Robert Peter Kline	New Cumberland, Pennsylvania
Adam Rollat Labar	Midlothian, Virginia
Michael David Lyster	Charlottesville, Virginia
Jeffrey Mitchell McCloskey	Westminster, Maryland
James Floyd McKay, Jr.	Glen Allen, Virginia
Kenneth Davis Meyer	Chesterfield, Virginia
Eugene Lombard Morgan, Jr.	Gloucester, Virginia
Patrick Taylor Morgan	Shaker Heights, Ohio
Anthony Preston Morris	Dallas, Texas
Griffith James Morris	<i>cum laude</i> Woodstock, Georgia
Martin James O'Brien III	Roanoke, Virginia

Charles Dee O'Dell	<i>cum laude</i>	Oxford, Mississippi
Thomas McCreagh Parrish		Richmond, Virginia
Robert Joseph Partin		Stafford, Virginia
John Wellington Pollock		Norfolk, Virginia
Marius Duvall Prince, Jr.		McLean, Virginia
Alan Wyatt Pruitt		Onley, Virginia
Robert Anderson Pullum		Camden, South Carolina
Caperton Davenport Putt		Lynchburg, Virginia
David Prichard Schneider		Atlanta, Georgia
Mark David Scott		Springfield, Virginia
John Banks Sewell III	<i>cum laude</i>	Decatur, Alabama
Daniel Gregory Sheffield		Blackstone, Virginia
Gordon Andrew Shock		Alexandria, Virginia
John Patrick Slifka		Springfield, Virginia
David Barham Smith		Fredericksburg, Virginia
Harvard Birdsong Smith		Suffolk, Virginia
David Alan Spector		New York, New York
Stephen Neil Stout		Wilson, North Carolina
Curtis Arthur Street		Windsor, North Carolina
Peter Moran Swan	<i>cum laude</i>	Onancock, Virginia
Thomas Jude Swartzwelder		Wilson, North Carolina
Daniel Edward Doherty Tafel		Louisville, Kentucky
James Burton Tait, Jr.		Raleigh, North Carolina
Russell Eanes Tanner		Gloucester, Virginia
Daryl Wayne Taylor		Williamsburg, Virginia
Ray Conlee Taylor		Memphis, Tennessee
Robert Floyd Taylor		Memphis, Tennessee
Harry Bruckner Thompson IV		Atlanta, Georgia
Paul Michael Thompson, Jr.		Richmond, Virginia
Horace Moore Tipton		Frenchman's Bayou, Arkansas
Paul MacDonald Toler		Richmond, Virginia
David Banks Trotter		Little Rock, Arkansas
Michael George Trout		Glen Rock, Pennsylvania
Edward James Tully		Fredericksburg, Virginia
John Henderson Turner III		Roanoke, Virginia
William Bradley Turner		Ashland, Virginia
Keith Douglas Vander Vennet		Newport News, Virginia
Guy Omero Vilardi		Tarrytown, New York
George Robert Waldrop IV		Midlothian, Virginia
Erik Scott Walter		Virginia Beach, Virginia
Gregory Alan Warner		Charlottesville, Virginia
Thomas Ashby Watts IV		Lynchburg, Virginia
Robert Harold Wellborn, Jr.		Dallas, Texas
Leif Konrad Wigren		New York, New York

Jody Lee Williams	Appomattox, Virginia
Frank Lawrence Wiswall III	Reston, Virginia
Robert Howard Zipperer	<i>cum laude</i>
	Laurel Bay, South Carolina

BACHELOR OF SCIENCE

James Leonard Banning	Hyattsville, Maryland
Joseph Franklin Barnes III	Jarratt, Virginia
David Keith Blackwell	Kenbridge, Virginia
Steven Carlyle Bunting	Danville, Virginia
William Rodrick Caldwell	Appomattox, Virginia
Courtney Willis Campbell	Fairfield, Virginia
Robert Jennings Couch	Nottoway, Virginia
Timothy Coite Eller	<i>summa cum laude</i>
	Abbottstown, Pennsylvania
George Edward Fahy III	<i>magna cum laude</i>
	Hingham, Massachusetts

Honors in Biology

Andrew Todd Gray	Vinton, Virginia
Wallace Lee Huff, Jr.	<i>cum laude</i>
	Blacksburg, Virginia

Honors in Spanish

John Bradley Hylton	Pulaski, Virginia
Jeffrey Eller Johnson	Abingdon, Virginia
Elwood Marston Jones	Salisbury, Maryland
Patrick Brian Kane	Midlothian, Virginia
John Kendall Killgore	Charlottesville, Virginia
Mark Allen Lasyone	Chesapeake, Virginia
Jeffrey Eric Lee	Keller, Virginia
Christopher Robert McGarry	Roanoke, Virginia
James Michael Moore	<i>cum laude</i>
	Mechanicsburg, Pennsylvania
William Berry Munn	<i>magna cum laude</i>
	Richmond, Virginia
Michael Edward Neal	Richmond, Virginia
Wesley Scott Patterson	Roanoke, Virginia
Edward Andrew Potter	Goldsboro, North Carolina
Matthew Womack Robertson III	<i>magna cum laude</i>
	Boykins, Virginia
Kevin Leon Robinson	Caledonia, New York
John Edward Sadler III	<i>magna cum laude</i>
	Pulaski, Virginia
Richard Harris Schofield	Oakton, Virginia
Joseph Bradley Terry	<i>magna cum laude</i>
	Roanoke, Virginia
George August Willingham	Monkton, Maryland
Kurt Andrew Wootton	Hanover, Pennsylvania

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

Given annually in memory of Dr. Edgar G. Gammon, pastor of College Church 1917-1923 and President of the College 1939-1955, to the member of the graduating class who has best served the College. Character, scholarship, and athletic ability are considered.

1987 Recipient: Caperton D. Putt '87

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. One recipient of this award is a member of the graduating class who has distinguished himself for excellence of character and generous service to his fellows. The other recipients are usually chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1987 Recipients: Andrew T. Gray '87

Charles D. O'Dell '87

Diana Cunningham Bunting

THE ANNA CARRINGTON HARRISON AWARD

Given annually, in memory of his mother, through the generosity of Mr. Fred N. Harrison of Richmond, Virginia, to the junior or senior who has shown the most constructive leadership during the school year.

1987 Recipients: Michael D. Lyster '87

Robert H. Zipperer '87

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given by the Eta of Virginia Chapter in recognition of intellectual excellence. The award is made possible by the generosity of the alumnus, Class of 1943, whose name it bears.

1987 Recipient: William D. Bunch '87

THE CABELL AWARD

Given to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell award was created by the

Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1987 Recipient: Robert G. Rogers

THE ROBERT THRUSTON HUBARD, JR., AWARD

Given annually in memory of Robert Thruston Hubbard, Jr., a member of the class of 1935 and a professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1987 Recipient: Robert T. Herdegen III

THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the faculty, administration, or College staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and community.

1987 Recipient: Josiah Bunting III

THE THOMAS EDWARD CRAWLEY AWARD

Given in memory of Thomas Edward Crawley, Class of 1941, who served the College as teacher, scholar, musician, and dean from 1946 until 1984, to that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons.

1987 Recipient: Lawrence H. Martin, Jr.

THE TRUSTEES' PRIZE

Given on behalf of the Board by a Trustee of the College to that member of the Faculty who, acknowledged by peers and students alike for superior teaching, also brings distinction to himself and to the College through acclaimed research, publication, or other intellectual labor of merit.

1987 Recipient: William A. Shear

OMICRON DELTA KAPPA

Brett Patrick Bennett '88
David Keith Blackwell '87
Wray Cornell Broughton '88
David Christopher Brown '87
William Rodrick Caldwell '87
Courtney Willis Campbell '87
Charles Paul Chalmers '88
Mark Armand Citrone '88
Robert Kenneth Citrone '87
Richard Watson Eggleston '87
George Edward Fahy III '87
Andrew Todd Gray '87
Wallace Lee Huff, Jr. '87
David Clayton Kelly '88
Edward William Lyons '88
Michael David Lyster '87
James Michael Moore '87
Griffith James Morris '87
William B. Munn '87
Charles Dee O'Dell '87
John Wellington Pollock '87
Caperton Davenport Putt '87
Matthew Womack Robertson III '87
John Edward Sadler '87
John Banks Sewell III '87
Robert Howard Zipperer '87

PHI BETA KAPPA

William Ewell Barr '87
William Daniel Bunch '87
Charles Paul Chalmers '87
Hollins Peel Clark '87
Timothy Coite Eller '87
George Edward Fahy III '87
James Brian Jackson '87
Griffith James Morris '87
Matthew Womack Robertson III '87
John Edward Sadler III '87
Joseph Bradley Terry '87
Robert Howard Zipperer '87

1986-87 MERIT SCHOLARS

MADISON SCHOLAR

Joseph H. Lane, Jr.

ALLAN SCHOLARS

Matthew L. Areford
Charles Paul Chalmers
Charles D. Dees
Timothy C. Eller
William W. Hyde
Ronald W. Pfeil
Hugo F. Rodriguez
Joseph Bradley Terry
George C. Walton
Mark J. Wheaton

PATRICK HENRY SCHOLARS

Wray C. Broughton
Richard K. Dunn
F. Brawner Greer
Alton Larue Gwaltney III
Mark Allen Lasyone
Edward W. Lyons
Michael F. McIntyre
James Brian Mooney
John J. Moss
Daniel Lee Newell
L. Davis Phaup
Henry R. Pollard
John W. Pollock
John N. Richardson
John B. Sewell III
Philip T. Thurmond III
Stephen K. Waskey
Robert H. Zipperer

VENABLE SCHOLARS

Mark A. Citrone
Robert K. Citrone
Alfred A. Fry
Samuel Porcher Gaillard IV
Elmore Scott Hall
J. S. Randolph Harris
Christopher G. Hester
Harlan L. Horton
G. Todd Joyce
James Carl Locke
James B. McVey
Steven E. Mills
Charles D. O'Dell
Clifford P. Parson
Paul L. Parsons
Eric D. Pinnar
John E. Sadler, III
Andrew R. Shoemaker
Bradley C. Wallet
Michael A. Watson
Kurt A. Wootton

LEADERSHIP AWARDS

Alvin M. Allen
Thomas R. Edwards, Jr.
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Richard K. Hope	Norfolk, Virginia	Christopher B. Sibold	Richmond, Virginia
Wallace L. Huff, Jr.	Blacksburg, Virginia	John P. Slifka	Springfield, Virginia
Edward A. Hunt III	Lynchburg, Virginia	David B. Smith	Fredericksburg, Virginia
Christopher A. Hutson	Hampton, Virginia	Harvard B. Smith	Suffolk, Virginia
John B. Hylton	Pulaski, Virginia	Jeffrey S. Sparks	Sandston, Virginia
James B. Jackson	Picayune, Mississippi	David A. Spector	New York, New York
Richard A. Jackson	Richmond, Virginia	Stephen N. Stout	Wilson, North Carolina
Robert H. Jackson	Lexington, Kentucky	Curtis A. Street	Windsor, North Carolina
Jay M. Jalenak, Jr.	Metairie, Louisiana	Peter M. Swan	Onancock, Virginia
William B. James	Hampton, Virginia	Thomas J. Swartzwelder	Wilson, North Carolina
Jeffrey E. Johnson	Abingdon, Virginia	Daniel D. Tafel	Louisville, Kentucky
Elwood M. Jones	Salisbury, Maryland	James B. Tait, Jr.	Raleigh, North Carolina
Patrick Jourdain	Brooklyn, New York	Russell E. Tanner	Roanoke, Virginia
Patrick B. Kane	Midlothian, Virginia	Daryl W. Taylor	Williamsburg, Virginia
Eric H. Kelley	Richmond, Virginia	John P. Taylor	Greenville, South Carolina
Brian D. Keyser	Burke, Virginia	Ray C. Taylor	Nashville, Tennessee
John K. Killgore	Farmville, Virginia	Robert F. Taylor	Nashville, Tennessee
James W. King, Jr.	Burkeville, Virginia	Joseph B. Terry	Roanoke, Virginia
Patrick H. Kirchmier	Richmond, Virginia	Harry B. Thompson IV	Atlanta, Georgia
Robert P. Kline	New Cumberland, Pennsylvania	Paul M. Thompson, Jr.	Richmond, Virginia
Adam R. Labar	Midlothian, Virginia	Horace M. Tipton	Frenchman's Bayou, Arkansas
Mark A. Laszoye	Chesapeake, Virginia	Paul M. Toler	Richmond, Virginia
Jeffrey, E. Lee	Keller, Virginia	David B. Trotter	Little Rock, Arkansas
Michael K. Leonard	Charlotte, North Carolina	Michael Trout	Glen Rock, Pennsylvania
Ken S. K. Lo	Katonah, New York	Duane F. Tull	Fruitland, Maryland
Michael D. Lyster	Charlottesville, Virginia	Edward J. Tully	Fredericksburg, Virginia
James D. Mayson	Roanoke, Virginia	William B. Turner	Ashland, Virginia
Michael L. McCabe	Charlottesville, Virginia	John H. Turner III	Roanoke, Virginia
Donald B. McCammond, Jr.	Richmond, Virginia	Keith D. Vander Vennet	Newport News, Virginia
Jeffrey M. McCloskey	Westminster, Maryland	Guy O. Vilardi	Tarrytown, New York
Christopher R. McGarry	Roanoke, Virginia	George R. Waldrop IV	Midlothian, Virginia
Michael F. McIntyre	Spartanburg, South Carolina	Erik S. Walter	Virginia Beach, Virginia
James F. McKay, Jr.	Glenn Allen, Virginia	Gregory A. Warner	Charlottesville, Virginia
Kenneth D. Meyer	Chesterfield, Virginia	Thomas A. Watts IV	Lynchburg, Virginia
James M. Moore	Mechanicsburg, Pennsylvania	Robert H. Wellborn, Jr.	Dallas, Texas
Patrick T. Morgan	Shaker Heights, Ohio	Mark J. Wheaton	Chesapeake, Virginia
Eugene L. Morgan, Jr.	Gloucester, Virginia	Richard S. Wherry	Summerville, South Carolina
Anthony P. Morris	Dallas, Texas	Leif K. Wigren	New York, New York
Griffith J. Morris	Woodstock, Georgia	Jody L. Williams	Appomattox, Virginia

George Willingham Monkton, Maryland
 Frank L. Wiswall III Reston, Virginia

Kurt A. Wootton Hanover, Pennsylvania
 Robert H. Zipperer Greenville, South Carolina

Number of Students by States and Foreign Countries — 1986-87

Virginia	444	West Virginia	7
Maryland	49	California	6
North Carolina	48	Ohio	6
Georgia	36	Delaware	4
Florida	24	Mississippi	3
Texas	22	New Hampshire	3
Pennsylvania	21	Arkansas	2
South Carolina	21	District of Columbia	2
New York	20	Rhode Island	2
Louisiana	19	Indiana	1
Alabama	17	Kansas	1
Massachusetts	16	Oregon	1
Connecticut	11	South Dakota	1
Kentucky	10		
Tennessee	10	Bahamas	1
New Jersey	9	France	1
Illinois	7	West Germany	1

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